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ABSTRACT

This review was undertaken to explore and analyze the literature in the ERIC Clearinghouse on Adult Education in terms of three important questions about Title I of the Higher Education Act of 1965. First, what is the relationship between community service and continuing education as revealed in the substance, audience, and methods of Title I programs? Second, to what extent are institutions of higher education responsible for community service, and what is their role? Finally, what are the essential ingredients for an effective statewide system of community service and continuing education? Trends are suggested, as well as areas in which universities appear to be standing still. An appendix with additional references to professional development, community development, and other forms of service is also included, along with 92 abstracts. (LY)

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COMMUNITY SERVICE AND CONTINUING EDUCATION:
LITERATURE REVIEW

by

James B. Whipple

ERIC Clearinghouse on Adult Education

AA 000 535

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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Roger DeCrow, Director / Stanley Grabowski, Assistant Director

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This review was undertaken to explore and analyze the literature in the ERIC Clearinghouse on Adult Education in terms of three important questions about Title I of the Higher Education Act of 1965. First, what is the relationship between community service and continuing education as revealed in the substance, audience and methods of Title I programs? Second, to what extent are institutions of higher education responsible for community service, and what is their role? Finally, what are the essential ingredients for an effective statewide system of community service and continuing education? Trends are suggested, as well as areas in which universities appear to be standing still. An appendix with additional references to professional development, community development, and other forms of service is also included, along with 92 abstracts.

June 1970

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FOREWORD

We are grateful to James B. Whipple for this analysis of trends and developments emerging in university programs of community education and service, as reflected in the disparate array of recent reports in the ERIC Clearinghouse on Adult Education.

Whipple's long observation and study of adult higher education as Associate Director of the Center for the Study of Liberal Education for Adults and his recent work in evaluation of state programs give him a broad perspective on the new work stimulated by Title I of the Higher Education Act of 1965. On the basis of the first reports, he notes that many of the programs involve new institutions or enlarge established work in community service and developments on lines long familiar in university extension; others strike out for new audiences (particularly local government officials) or pioneer new methods, formats or cooperation with new agencies; all have provoked intense re-examination of underlying assumptions about the responsibility of higher education to the communities of which it is an integral part.

Whatever may be the fate of Title I itself, few doubt that some form of national encouragement of university involvement in community related problems is desirable. Whipple notes in the reports all the usual troubles of getting large scale new programs into operation. Yet it seems to me and other observers, and I think Whipple would agree, that the Title I effort grew with considerable dispatch at both the Federal and State planning levels and that unprecedented cooperation and beneficial programs are, even now, in operation.

Future analyses, hopefully, will be possible, based on fuller reporting. We urge agencies producing reports to send copies to:

ERIC Clearinghouse on Adult Education
107 Roney Lane
Syracuse, New York 13210

We appreciate the help of the Syracuse University Program of Publications in Continuing Education and its Editor, Doris Chertow, in making this report available.

Many of the reports listed are available in inexpensive microfiche or eye-readable form from the ERIC Document Reproduction Service. Please read carefully the note on availability of documents which includes ordering instructions.

Roger DeCrow, Director
ERIC Clearinghouse on Adult Education

I

INTRODUCTION

Title I of the Higher Education Act of 1965 has proved an important piece of legislation, not as much for its accomplishments as for its potential as a source of leadership and support for community service and continuing education. The purpose of the Title is to assist "the people of the United States in the solution of community problems. . ." The sort of problems Congress had in mind covered the entire range of social, political, and economic crises that are faced by American communities today. The supplementary purpose of the Title is "to strengthen community service programs of colleges and universities..." In other words the Title is designed to encourage the development of educational solutions for critical problems faced by the community and to support efforts to increase the commitment and capability of higher education to provide educational solutions.

The obvious analogy to Title I is found in our earlier creation of agricultural extension to help solve problems of the American farmer. In its wisdom, Congress neither expanded the existing cooperative extension program, nor imposed the same model to solve the new problems. Instead the mandate is broad and the terms general. The Title specifies that there must be a state agency to administer the program, but the location or composition of the agency is left to each state. The agency is required to submit a state plan that among other things sets forth a "comprehensive, coordinated, and statewide system of community service programs..." But it does not spell out substantive details. Similarly, the definition of the important terms, community service and community problems, is general and open to a variety of interpretations. As already noted, the range of problem is limited only by your imagination. Service is also defined broadly to include almost anything from relevant extension courses to "an educational program, activity, or service, including a research program..." Furthermore, with one important exception, Congress has not attempted to establish priorities based on relative importance of community problems or educational programs. The Title does specify that programs must be "designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems." Except for this mild value judgment, matters of definition and development are left to the U.S. Office of Education and the state agencies.

The freedom to be flexible brings the usual frustrations and difficulties, largely because of changing interpretations regarding such issues as the "real" meaning of Title I, the best way to create a statewide system of community service and continuing education, or the relative importance of various community problems. Sometimes these interpretations are more or less arbitrary edicts from federal or state agencies. Unfortunately, they may change for no better reason than changing personnel or shifting political winds. This review, however, is concerned with the positive aspects of flexibility. The broad, general definitions permit considerable freedom to experiment with many approaches to community service and continuing education. As we learn from the collection of experiments and experiences, it should be possible to create effective working definitions. States, territories, and the District of Columbia have been experimenting with Title I for five years. The broad purpose of this review is to try to answer the question: what have we learned so far?

It goes without saying that the experiments tell us nothing until they are collected, organized, and analyzed in some systematic manner. We may look for answers in many ways and in many places; in this case the review is based on literature submitted to the ERIC Clearinghouse on Adult Education. Two points of qualification must be made: First, the ERIC collection consists of material submitted to the Clearinghouse voluntarily by institutions of higher education or state agencies and items that in one way or another come to the attention of the Clearinghouse staff. Thus it cannot pretend to be a complete population or a statistically selected sample. Nevertheless, it appears to represent a reasonably wide range of regions, community problems, and educational solutions. Therefore it can begin to provide answers to questions about effective community service and continuing education. Second, for the most part the report is based on reports dealing with Title I programs; in a few cases, however, additional ERIC literature was considered where it shed light on some aspect of continuing education or community service.

Specifically, this review proposed to explore and analyze the literature in the ERIC Clearinghouse on Adult Education in terms of three important questions about Title I. First, what is the relationship between community service and continuing education as revealed in the substance, audience, and methods of Title I programs? Second, to what extent are institutions of higher education responsible for community service and what is their role? And finally, what are the essential ingredients for an effective statewide system of community service and continuing education?

The chapters that follow will not provide definitive answers to any of the questions, but they point to directions in which we appear to be moving with Title I, or the areas where we appear to be standing still. Hopefully, in other words, a review of the literature will reveal the current state of the art.

Based on recent reports, it now appears that funds may not be appropriated to underwrite Title I for fiscal year 1971. At least this is the budget recommendation of the Nixon Administration. Reasons for the move are not entirely evident, but it is clear that it does not represent a repudiation of the concept of community service and continuing education. In the first place, public service antedated Title I, but beyond that, federal action appears to be a moratorium preliminary to a larger program. Therefore what we can learn about the state of the art from Title I should contribute to more effective programming under any auspices concerned with community service and continuing education.

II

SUBSTANCE, AUDIENCE, AND METHOD

The relationship between community service and continuing education raises a theoretical question which, on the surface, may seem academic. On further examination, however, it becomes apparent that it involves a crucial issue for both higher education and the community. Essentially it is the issue of appropriate relationships between action and education. Education has moved a long way from the "ivory tower" concept with its separation of thought and action, but numerous questions remain unanswered concerning the proper form and extent of college and university intervention in community problem-solving.

It is not necessary to discuss all the ramifications to the question, but very briefly, there are many approaches to its solution. What can education contribute to community problem-solving and community service? And what part of the task should be performed by higher education? The literature provides no direct answers to these questions. Nevertheless, we can pick up clues by examining the substance, audience, and method of Title I programs thus far.

Substance

Generally speaking, colleges and universities have used six approaches to community service and continuing education: community planning, community education, vocational education, leadership development, professional development, and research or reference services.

Community Planning is an activity we would expect to find on the community service agenda of higher education. It not only requires the professional competence of the faculty, but by and large planning permits the university to maintain its traditional posture of impartiality. A good example in this area is a short course series in planning and development offered by Kansas State University. Entitled The Process of Urbanization, the course dealt successively with an approach to urbanism, its economic aspects, social, political, and physical aspects; and finally, the planning process. In conjunction with the project the Kansas State staff prepared six monographs, one for each subject. Eminently readable, the papers lay out major elements under each heading, so that the layman may begin to understand urbanization and come to grips with the concept of "comprehensive community planning" as a way "to help Kansas communities solve their problems" (17,20, 50, 51, 74, 85).

To take one example, in "The Physical Aspects," Eugene T. McGraw introduces some of the physical characteristics of urban communities in relation to land use, forms, location, and function. Next, the author turns to urban blight as a major physical problem, and finally discusses planning and the need to move away from crisis decision-making to a more holistic approach (51). The series does not have a standard format and each author follows his own inclination. Thus, in "The Political Aspects," William A. Schultze follows a strict academic line. He states the facts and appears to religiously avoid any suggestion of a value judgment. The paper describes concepts that are useful in understanding politics as a "struggle among politically attentive groups," discusses alternate roles for town and city government, raises questions about community leadership, and reports on various formal structures of government in Kansas, including the provisions for home rule (74).

In other cases, however, it is more difficult to maintain the posture of impartiality and to keep the college or university outside of the action. At the University of California at Davis, a Title I project attempted to generate greater citizen participation in regional planning. According to Hilton Power, author of the project report, "planning is a process all too frequently carried out without any public participation or expression. . . The lack of public participation on a broad scale is not because the planners perversely prefer to work in isolation, but simply because it is very difficult to interest and involve the general public. The mechanisms for creating public interest and public consideration are cumbersome as well as expensive, thus requiring a degree of courage on the planners' part." The program involved the area planning commission, university extension, and local television. According to the report, television played a decisive role in stimulating citizen involvement in regional planning problems (12).

One of the interesting implications of the California experiment is the degree of involvement of the university in regional planning problems. Certainly it is greater here than it is in the short course offered by Kansas State. But we see the university go even further in programs such as the Pratt Center for Community Improvement. This experiment is described by George M. Raymond and Ronald Shiffman in Pratt Planning Papers, January, 1967 (68). It is a lengthy and very dull report that one persists in reading because it appears to be an important experiment involving the university in the life and affairs of the ghetto. Major activities of the center have been carried out "on three levels"--providing technical assistance; building acceptance for neighborhood objectives from the rest of the community; and the development of direct, "grass roots" participation. Among the lessons learned from the experiment, the authors mention the following needs: to set comprehensive goals; to maintain constancy of purpose in the face of gradual progress; to resist the temptation to adopt or take over leadership of the project; and to maintain political neutrality. The authors insist that at Pratt they were able to stay out of the action, but one wonders whether they do protest too much. In any event, the project dramatically highlights the major issues which separate the traditional educational establishment from the action--the need for the long range view, patience in the realization of goals, and a desire to stay outside and above the fray.

Community Education is used here to cover a wide range of problem areas--government, human resources, economic resources, environment, health, recreation and welfare, culture, and education. In some states even home and family life have qualified as community problems. Based on the literature in the ERIC files, Title I has not influenced this broad and important area to any great extent. Its major contribution appears to be money that permits colleges and universities to do more of what was already offered in the name of public service. The reports describe conventional programs, serving conventional community needs, apparently identified in the conventional ways of the educational establishment. This is not to say that many of the programs are not excellent and do not serve useful purposes, but they are not very imaginative. In effect, they imply that the meaning of community service and continuing education is an extension of the past.

One exception to business as usual may be seen in the so-called "store front schools" which provide for participation in the educational enterprise by the neighborhood. Thus, in The University and the Ghetto, Gordon Edwards describes an education and information center inaugurated by State University of New York at Buffalo with cooperation from seven other colleges and universities in the area. Located in the black ghetto, the program was designed to provide two-way communication between higher education and the community. The program is directed by a steering committee composed of local people and staff from the center. Operated "by blacks for blacks," instruction is offered in response to community needs. Here we find at least a tentative move to include the community as a full partner in the educational enterprise when it involves community service and continuing education (24).

Vocational Education has always been given high priority in the American scheme for education. Therefore it is not surprising to find it included as a community problem. Although it might be argued that vocation is an individual matter, the area becomes a community problem particularly in view of our current concern for the disadvantaged and our recognition that adequate preparation for a vocation is a social responsibility.

Although the logic of including vocational education is clear and the motivation compelling, in fact Title I programming can only be a small part of much larger national efforts. This suggests two possibilities--cooperation with other agencies working in the area, or the development of experimental pilot programs. Based on the ERIC literature, the trend appears to be toward experimentation. Special attention has been devoted to women and youth with projects ranging from motivational studies to preparation for new careers. Typical of many "new careers" experiments, one program underwritten by Title I enabled Georgetown University to develop "The Institute for Urban Service Aides." According to Mrs. Sara Kestenbaum's report of the project, dated February, 1967, the program was rooted in two basic assumptions: the tremendous need for overwhelming numbers of persons to staff social service agencies; and the demonstrated usefulness of using residents of poor neighborhoods as aides. The planning revealed a need for individual growth and development, an understanding of the urban setting, and remedial work in mathematics and reading. Plans indicated an awareness of the need to involve agencies and individual social workers in the selection of "students" and of a similar need for student participation in planning the program. Unfortunately, the report does not adequately evaluate these aspects of the experiment (42).

In another direction, there has been a preoccupation with new careers for women outside the ghetto. Two reports of the State University of New York at Farmingdale describe the development of a "Center for Community Educational Services." Center programs emphasize counseling and guidance as well as training. Thus, a program called Gateway to Careers for Women includes self-evaluation techniques; written, oral, and field assignments; and training in job finding. In other cases, however, programs such as the Gericare Aide Training were planned to prepare individuals for particular jobs. The advantages of the Center are that it becomes a focal point where agencies and people turn for advice or training, and the Center approach permits flexibility to programs in accordance with need. The reports also reflect one of the difficulties with experimental programs. Once the experimental phase is done, who pays the bill to keep a good project going (61, 62)?

Leadership Development has been a long-time favorite of adult educators, but it is significantly less apparent as the subject matter for Title I projects. Perhaps where the emphasis in Title I is on solving community problems, leadership development tends to become a method rather than the end. In some cases, however, leadership appears to be seen as the community problem and the subject for Title I projects. Leadership development in the past was often associated with the middle class or special groups such as trade unions. Significantly, as a community problem, leadership development tends to be concerned with citizen participation and with new groups of potential leaders from the ghetto or among youth.

Two reports from the ERIC files reflect the effort to reach the new potential leadership and at the same time demonstrate the difficulties of this approach. In one program, Bellarmine College attempted to develop civic understanding and leadership among "less affluent citizens." A carefully selected group of participants from the West End of Louisville were exposed to "four sequential courses" offering "lecture-discussion" in civic responsibility, parliamentary law, group emotional adjustment, and speech dynamics. According to the report, "the group seemed to jell with the very first class and formed a close relationship thereafter." In other words it was a good group experience, but there is no evidence that this sort of curriculum produced any leaders (9).

In another Kentucky program the University of Louisville undertook a series of weekend workshops "for and about young adults." About sixty young people under thirty were identified as potential leaders. The purpose of the program was to make them aware of urban problems and more effective in stimulating responsible participation in community affairs. The underlying hypothesis for the program was that for "the first time in history there is a young adult culture, to which persons beyond adolescence have primary reference and identity." The program consisted of two parts. There were lecture-discussions on a series of subjects such as "Young Adults and the Establishment" or "The Young Adult in Poverty." The other part of the program consisted of study by "action groups" of selected aspects of the young adult culture. The outcome was mixed. It was possible to report personal growth for some young adults. The action groups produced interesting reports about the young adult culture of Louisville. But the ultimate objectives of leadership development were not achieved (46).

The Urban Studies Center at Rutgers has a program for another group of leaders, called volunteer urban agents. Each agent has initiated his own community project before being invited to join the program. For one academic year members of the group participate in two kinds of activity--one is an informal get-together of the agents themselves; the other is a formal Urban Issues Seminar where experts discuss current problems such as race relations or welfare. Particularly interesting are the informal round table meetings, at which opportunities are provided to share experiences, exchange ideas, and often to exchange services. Agents report on their volunteer activities. The director of the program serves as chairman; his purpose is to direct attention to general principles emerging from the experiences and to prevent meetings from becoming anecdotal (92).

Professional Development is another familiar concern of continuing education. Perhaps even more than vocational education, professional growth is a personal matter related to individual achievement, but it may become a community problem where development of professions in the public service will result in more effective public administration. As noted in connection with vocational education, this is another large community problem that cannot be solved at least on the basis of present Title I funding. At this point major contributions have been studies and experimental projects. Brief comments on a selected number of these programs will give an idea of the variety and range.

A Title I project in East Central Florida consisted of a study of the continuing education interests of municipal employees. According to the author of the report, Huey B. Long, municipal employees do not attend continuing education programs in any great numbers. Long may be somewhat optimistic in concluding that officials are interested in attending, but "programs to meet their needs are not available." A cynical interpretation might be that the usual lip service to education is paid here, but neither officials nor the community place a very high premium on professional development and are not prepared to give it time or financial support (45).

Some programs provide specific training for one or another public office. For example, the University of Tennessee has programs to increase the qualifications and competence of tax assessors (80). Actually, considerable attention has been given to programs for financial officers, and other states have offered similar programs for town finance committees, budget officers, or treasurers to bring them up to date on current fiscal practices.

A third approach has been experimentation with general professional development programs for all public administrators, but particularly for municipal officers. Thus, at Memphis State University Title I funds were used to establish an Institute of Urban Development which "will lead to additional personnel trained in urban and community problems (80)." From Florida we have a report of an Urban Internship Program conducted by the Urban Research Center at Florida State University. Unfortunately, this tantalizing idea is reported so vaguely it is not clear what the program actually accomplished, but the objective was to acquaint academics with the "nature of urbanizing communities," whatever that means. This aim was achieved by assigning social scientists and educators to action projects designed to solve community problems.[1] Interns were used on educational programs or community planning projects (44).[1]

One of the most formal and perhaps formidable attempts to deal with professional development is the creation of a master's degree in urban affairs, such as the program at Boston University. Details regarding the curriculum are not part of the ERIC literature, but the significance rests in the use of Title I funds to develop a degree program that satisfies the practical needs of public officials and the academic standards of the university graduate school (34).

Research or Reference Services represent interesting possibilities for a distinctive approach to community service and continuing education-- a point where we may be able both to learn and depart from cooperative extension. The concept of centers for community service and continuing education is primarily a methodological issue and will be considered later. Here it is only necessary to touch upon some of the substantive problems served by research or reference services.

Perhaps the most frequent use of the bureau has been in connection with government. Thus Dean Junior College was able to use Massachusetts Title I funds to establish a Municipal Reference Bureau. The bureau developed a library and offered consultative services for public officials and concerned citizens (34). In other cases, already established centers such as the Bureau of Public Affairs at Boston College has used Title I support to develop reference materials. One such program produced a Manual for Collective Bargaining with Municipal Employees. It has served both as a text for formal courses and as a reference for public officials and union officers (34).

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[1] Inadequate or careless reporting is not merely a Florida failing; it is common to much Title I literature--a propensity to glowing generalization and sloppy evaluation is the rule rather than the exception.

Bureaus are not exclusively concerned with political affairs, however. At Clark University, for example, Title I funds were used to establish a Worcester Center for Community Studies. Its purpose was to help the city with a variety of urban problems. According to the plans for the Center, a major purpose was "to produce much needed working relationships between community leaders and members of the academic community." The Center was available for workshops, conferences, consultations, and internships (66).

The Florida progress report, Action Education, gives some indication of the wide range of purposes that bureaus or centers may serve. The University of Miami established an Urban Extension Center "to create a better urban environment." Working through civic and political agencies as well as individual citizens, the Center planned educational programs dealing with tourism, industrial development, Cuban refugees, Latin American minority groups, migrant workers, housing, and transportation. At Florida State a Center for Women concentrated on workshops and institutes to help solve "problems in adopting new life patterns." And at the University of Florida an Economic Counseling and Research Service involved the community in identifying problems ranging from a concern for the elderly to municipal planning, and in the development and execution of educational programs to solve them (29).

Audience

A second way to define community service and continuing education is in terms of the audiences or clientele being served. Although it is not always possible to pinpoint a single target for each project, five distinct types of audience are being reached in one way or another. Examples of the different audiences have been noted elsewhere. Therefore the purpose here is to suggest a typology that contributes to our view of Title I.

Institutions of Higher Education are an important target for Title I. One of the purposes of the Title is to increase the commitment and capability of colleges and universities to provide continuing education to help solve community problems. Therefore, particularly during the early years, it is not surprising to find that the U. S. Office of Education and many state agencies stress this aspect of the program. In large measure, the purpose may be accomplished with regular project grants which encourage greater activity on the part of the institution. Insofar as it represents a direct audience, the classification includes various combinations of administrators and faculty responsible for making policy for community service and continuing education. Programs are often hortatory efforts to stir up interest and commitment. In other cases, programs are aimed at the continuing education staff and are designed to provide information or other help in program development. Finally, the community college appears to be an important target, perhaps because of its potentiality as a major force in community service.[2]

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[2] The best examples of programs aimed at this target are found in the literature on the role of higher education in continuing education, and they will be introduced in the next chapter.

Professionals compose an audience that has received considerable attention. This does not include all professions, but it may be defined broadly to cover all activities in which the primary obligation is some form of public service, and to include all activities requiring its own body of knowledge and practical skills. Title I programs have been developed for groups such as legislators, state or municipal officers, firemen, law enforcement officers, social workers, and public health workers. Another target has been teachers and educators; they have been classified under institutions of higher education, but of course they could be included here as well.

Community Leaders have been a familiar target for continuing education for a long time. As already suggested, traditional middle class definition of leadership has been modified by the new preoccupation with citizen participation and decentralization. There are Title I programs for businessmen, professionals, men and women from suburbia, and trade unionists; but significant targets are the disadvantaged and youth.

Mass Audiences have been the target for some programs, but fewer than we might expect in a nation that mass produces just about everything, including education. As a classification, the issue in this case is not merely size but the fact that it is undifferentiated. A forum in Tennessee on business and economics for business leaders, the general public, and students with attendance ranging from seventy-five to five hundred is a mass audience, but a lecture for five hundred architects may not be. There has been some use of television, but again surprisingly little, perhaps because it is expensive. If the evidence in the Clearinghouse files is supported by a larger sample, the avoidance of mass audiences may contribute a significant dimension to the definition of community service and continuing education.

The Disadvantaged has been a major target for community service and continuing education. There have been programs for the urban poor and to a less extent for the rural poor. Audiences have been men, women, youth, migrant workers, blacks, and other minority groups. A large proportion of the education is vocational; other important areas are remedial education and home and family life.

The Disenfranchised has been included here as a distinct type to differentiate the audience and its problems from the disadvantaged. It includes women, youth, and the elderly, whose opportunities for social, political, or economic participation are limited or deprived for one reason or another. Often this audience comes from the middle class. Although there may be similarities between the two groups, there are also important differences. As a result it is impossible to equate the deprivations of youth or women from the ghetto, for example, with their counterparts from suburbia. As community problems they represent vastly different orders of importance and require very different educational solutions.

Method

The third way to define community service and continuing education is in terms of method. Does it make any difference when continuing education is placed in the context of community service or problem solving? As far as Title I is concerned, the predominant answer has been: No. A majority of the reports examined describe educational activities as workshops, seminars, conferences--terms that no longer have very precise meanings but tend to be euphemisms for a course or class involving lectures, papers by experts, group discussion, field trips, or sensitivity training.

In the Florida progress report, Action Education, a summary of methods used in sixty programs lists the following: seminar, lecture, discussion, panel, forum, mass media, symposium, seminar plus tutorial, television, interviews. Most programs used more than one of these methods. The report does not describe the programs, but the seminar-tutorial and perhaps television appear to be the only exceptions to a very conventional academic fare (29). The methods have been used for many purposes, which are also standard--to increase awareness; to develop greater understanding; to provide special or technical knowledge; to determine needs; to gain support; to increase leadership skills. Unfortunately, reporting and evaluation of most programs tends to be vague or exuberant, so the literature provides little evidence to support or repudiate these traditional educational methods as relevant or effective for community service and continuing education.

There are five approaches, however, which although not new, appear to have interesting possibilities for Title I. They are the training institute, television, preparation of materials, urban extension centers, and community development.

The Training Institute, as the term is used here, is an approach that combines classroom work with on-the-job experience. The approach appears to be especially effective for new careers programs. The Georgetown University Program, "The Institute for Urban Services Aides," already mentioned, used the jobs the women held as part of the training (42). In another experiment, Howard University developed a program to train disadvantaged youths as human service aides in child care, recreation, and social research. The program included a form of sensitivity training, seminars and workshops in the human service specialties, and supervised on-the-job experience. Actually, this was not a Title I project, but it could have been (28).

Television probably belongs with this group of approaches with interesting possibilities. But perhaps not--there is always a temptation to include television if for no other reason because of the fascinating idea of "teaching" thousands of students at one fell blow. At best, however, television should be included subject to two cautions. First, if community service and continuing education is defined to exclude responsibility for educating mass audiences, then television may not justify rating as an especially appropriate method for Title I programming. Second, Henry Alter has pointed out in his monograph, Of Messages and Media, television is not an alternative but a supplement to other more ordinary teaching methods--"Television programs," he writes, "cannot replace traditional instruction, but they can enrich it (2)."

One of the effective uses of television to enrich other forms of teaching and learning has been an approach that combines the television program with small discussion groups. In his monograph, Listening Groups: Mass Media in Adult Education, John Ohliger makes it clear that the method is almost as old as radio broadcasting and has taken a number of forms. There are certain common principles in all programs: the organization of viewing posts; the use of television, usually supplemented by printed material, to present the basic data; lay led discussion following the presentation; feedback by returning to the air with experts to answer questions emerging from viewing post-discussion (64).

The approach has been used in some Title I programs. One example, already mentioned, is Planning for Regional Growth in Sacramento Valley (12). In another experiment the University of Massachusetts at Boston organized the Mass Bay TV Assembly. Its purpose was to provide education or information about critical social and political issues in order to develop more effective participation in the "new citizen action." The experiment dealt with selected issues in the urban crisis. There were two interesting developments in the program. First in most cases, participation in the viewing post has tended to be middle class; in Boston they were organized in the ghetto as well as suburbia. Second, discussion groups emerged spontaneously, participating outside the formal structure of the program (79).

In spite of the fascination and apparent success of television listening groups, there were limitations, and perhaps the most important was its expense. In both the above cases time and at least some production costs were contributed by the stations, commercial in Sacramento and educational in Boston. Furthermore, it should be emphasized that in both cases television was not incidental but crucial to the program. Among other things, this may suggest that the approach may not be feasible for long-range, continuing forums envisaged by the Mass Bay TV Assembly, but may be applied to immediate, specific problems posed by the Sacramento project.[3]

Preparation of Special Materials is a third approach that appears to have interesting possibilities for community service and continuing education. The method is predicated on two important assumptions: (1) special teaching material must be prepared for continuing education designed to help solve community problems; and (2) the use of the material need not be restricted to a particular course or program. In regard to the first assumption, material is more meaningful if it is placed in the context of the problem to be solved. Often this means shifting from academic subject matters to problem-oriented subjects. As far as use of the material goes, effective material may be used by reasonably intelligent adults for independent study, for formal or informal educational programs, or as reference books.

Examples of this approach were mentioned in the previous section on substance. The monographs from Kansas State on the process of urbanization are a good example of material that should have many uses for workshops on planning or for independent study (17, 20, 50, 51, 74, 85). The Boston College manual for municipal collective bargaining is not only used for classes at the Bureau of Public Affairs, but is in great demand as a reference for public officials and municipal unions (79).

The Urban Extension Center is the fourth and perhaps most important method of special interest to community service and continuing education. The term urban extension is used with some reluctance and must be applied with caution because it has many meanings ranging from its loose application to almost any extension of the college or university into its community to the more precise activities associated with cooperative extension. At the same time, it is a logical point of departure insofar as Title I is viewed as tentative thrusts in the direction of creating an urban version of the highly successful agricultural extension.

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[3] It must be emphasized that these comments do not imply any judgment on the effectiveness in achieving the desired objectives. The issue is avoided because adequate data to make an evaluation is not in the ERIC literature. For a thoughtful examination of the meanings and implications, see Eugene I. Johnson, Metroplex Assembly: An Experiment in Community Education, especially pp. 42-56 (39).

Certainly at the moment there is no exact definition of urban extension emerging from the ERIC files. Rather, we have something of a watershed in which the contours are discernible but the precise form is not clear. In general, urban extension should involve the establishment of a special bureau or center which becomes a focal point or funnel for feeding urban problems into the college or university. In other words, urban extension is not a specific program but a process for dealing with a range of urban problems. The process may take a number of forms, and at present they are the tentative thrusts that place the definition of urban extension in the watershed stage.

One notable example of urban extension from the ERIC files is the Pratt Center for Community Improvement, which has been described. It provides a focus for consultation, instruction, and support, as required by the Bedford-Stuyvesant area in New York City. Urban extension is bound to raise questions about the separation of higher education and politics. The authors of the Pratt report list criteria for distinguishing and maintaining a fine line between direct intervention in political affairs and the provision of basic support (68).

Another kind of center is the Tulsa Educational-Demonstration-Research Services. Starting with funds from the Ford Foundation and later partly supported by Title I, the program created "Professors of the City" to serve the community in such areas as communications-information, leadership training, housing, youth opportunities, and health. Faculty were assigned to the city on a full-time basis from four universities: Oklahoma, Oklahoma State, Tulsa, and Langston. Program included courses, seminars, and study groups. Program emphases included holistic and humane views of urban problems. In other words, the problems of the city must be viewed as a whole,not as a series of disparate issue. In addition, the major issue is not technical knowledge; "social and human values have interceded" and impede implementation of technical knowledge. This means that the professors of the city must become involved in value judgments and choices between values. Once again we have the problems involved in moving beyond the campus--"social scientists," according to the report, "must rethink in part the value implication of their work and to recognize that... life in urban public service means moving beyond the luxury of positivist detachment (56, 72)."

In still another version, the Washington (D.C.) Center for Metropolitan Studies has evolved into an important institution for community service and continuing education. The Center has its own board of directors and its own staff, but depends upon the resources of all institutions of higher education in the District to carry out its program (37).

One of its programs is an urban observatory, itself a type of center for solving community problems. The program proposes to combine urban research with educational projects. Robert C. Wood conceived the idea of an urban observatory, and programs have been established in several cities under joint sponsorship of the Department of Housing and Urban Development and Title I. The basic consideration is a program design in which urban research and education are timed so that they may contribute to action. In the words of the Washington report, A New Approach to Metropolitan Studies, "If the Center is to have an impact on decisions made in the metropolis it must select those issues for which there is a sufficient lead time to permit information to be gathered and disseminated so that it has a reasonable chance of having an impact on action programs (37)."

In other cases centers are devoted to the more traditional sort of educational services. The Buffalo storefront "University of the Streets" is a case in point. It fits the center pattern in that its program is not predesigned but emerges from neighborhood needs identified by a community steering committee (24). In another program called Harlem Seminars, New York University may have been too traditional when it planned and offered discussion groups dealing with child development, educational problems, consumer education, and Negro history. Significantly, the final report noted as deficiencies the lack of citizen participation in planning, and failure to employ a black program director (52).

An argument for a formally organized urban extension service has been made by Jack C. Ferver, formerly Title I administrator in Wisconsin. In an address to a Regional Title I Conference in St. Louis, Ferver began by outlining problems facing Title I--(1) inadequacy of federal funding; (2) lack of funds in many institutions of higher education to underwrite the costs of preparing Title I proposals; (3) absence of a coordinated statewide system; (4) lack of institutional commitment to continuing education beyond the grant; and (5) projectitis, or the tendency to offer only discrete, short run projects. For Ferver, the answer was to move directly to the agricultural extension model. His system would be called urban extension service. It would be based in urban land grant colleges and universities selected by the federal government, supported by federal, state, and county funds, and offering a cooperative extension type program of research and extension services (26).

So far the approaches to urban extension described here have been at least in part funded under Title I. A discussion of the concept of urban extension would be incomplete, however, without mention of the experiments supported by the Ford Foundation. Undoubtedly these experiments were an influence on Ferver's proposal for an urban extension service. The programs preceded the Higher Education Act of 1965 and the Foundation likes to see its role as instrumental in the creation of federal support for community service and continuing education.

The purpose of the experiment was to explore the extent to which the concepts of rural extension could be applied to urban problems. More specifically, the report asks two questions: "Can the research and teaching resources of universities be tapped to better understand and control our urban environment?" And "can we train specialists such as 'urban agents' to deal with the complex problems of America's cities?"

Grants totaling $4.5 million were made to eight universities and two non-academic institutions, and many interesting ideas were developed. The report points out, however, that the "concepts of urban extension have not yielded to comfortable definitions or simple formulas . . . No one approach or proven technique has emerged as superior to all others." No one expected to be able to apply the rural system directly to urban problems, and the program encouraged experimentation with a variety of approaches. The variations represented the particular urban climate, the peculiarities of the institution, and the skills and talent of the institutions' staff. For example, the urban agent became an urban scientist in Oklahoma, an urban generalist in Illinois, an extension home economist in Missouri, and an urban team in Wisconsin. There were similar variations in areas of program concentration which included research, both immediate and long-range; education and consultation, especially for local and state officials; study opportunities for practitioners on leaves of absence, and graduate programs. In addition to the general conclusions, the report includes summaries of each project.[4]

Whether we are ready to move to urban extension or not, it is useful to have Ferver's proposal and the Ford Foundation experiments clearly before us as we search for other definitions of community service and continuing education.

Community Development has been saved for last; first, because it is the oldest and best organized approach to community service and continuing education; and second, because in many ways it is more than a particular method. In fact, for many it is not viewed as a method--for some it is a process, for others, a subject matter, and for others a mission. In any event, it is so broad a concept and so encompassing that it is almost possible to substitute the term community development for community service and continuing education. Certainly for many years before 1965 community development represented the major approach of colleges and universities to community problem-solving. Like agricultural extension, community development emerged as a solution to rural or semi-rural problems, but the current concern is directed toward the adaption of its special approaches to the problems of urban life.

Many of the programs already used in this chapter can be classified as community development, and it is difficult to single out any programs as typical or representative. Two papers have been selected, however, to suggest the range of concerns associated with this approach. One example of the variety may be seen in an article by Harry A. Congriffe in the Journal of Cooperative Extension. He has identified five approaches that may be classified as community development: (1) management development in which a change agent educates leaders; (2) sensitivity training for public and private leaders and citizens; (3) environmental development in support of public and private planning groups; (4) projects in which change agents, after systematic investigation, support groups in the community on specific problems; and (5) help in establishing and maintaining new organizations devoted to local or regional development (16).

From another point of view, in a report of a 1969 conference, The Role of the University in Community Development, Glen Pulver and others have discussed various aspects related to the "highly complex task of adapting the community development idea to American urban settings." One of the authors, Daniel Schler, discusses three concepts that distinguish urban from rural community development: there is a difference in environment that affects attitudes toward change; urban systems are larger and more complex--it is not possible to move from the simple to the complex because we start with the complex and must move to the more complex; there is social, cultural, and intellectual confusion in regard to goals. Schler argues that this does not make community development irrelevant, but it does mean that it must be reshaped to fit the changed urban condition (67).

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[4] For a more detailed report of one Ford Urban Grant see Part II: Urban Extension, A Report with Recommendations to the Executive Committee of the Ford Urban Project, The University of Wisconsin, 1960 (90).

III

ROLE OF HIGHER EDUCATION

What are the appropriate roles for colleges and universities in community service and continuing education? The question is both difficult and important to answer. It is important because it is the underlying assumption of Title I of the Higher Education Act that institutions of higher education will assume responsibility for community service. It has been a difficult question for a long time--indeed, the debate over the role of higher education in the community raged long before there was a Title I. Now the old questions are complicated by new pressures on higher education to assume more and more responsibilities and to change more and more of the old ways of doing educational business.

In most if not all colleges and universities, at least part of the academic community acknowledges that there is a role for institutions of higher education in community service. The advocates probably include the president, but it is difficult to distinguish between genuine commitment and an endless litany which is a mixture of pious platitudes, good intentions that fade away in the battle of priorities for academic resources, and speculations largely explaining why things are the way they are. Thus, in an address to a conference on extension activities, Paul Miller presents a generally accepted theory among adult educators. He argues that there are two worlds in the university--"on the one side there is the faculty which tends to hold on tenaciously to the traditional, historic sentiment; and on the other side are the administrators who, in order to get support for the university, have had to accommodate the contemporary needs of society (54)."

The devil theory finds strong support among adult educators,in part because it is a simple answer containing a considerable measure of truth and in part because it strikes a sympathetic chord among administrators whose objectives for continuing education have been frustrated by faculty. Edward Gross and Paul V. Grambsch take a different view. In their study, University Goals and Academic Power, they begin with the generally accepted assumption that there is no single set of goals for higher education. Clear differences exist between elitist universities that emphasize the intellect and scholarship and the service goals of other institutions aimed at satisfaction of outside constituencies ranging from student development to direct community service. The authors argue that it is not possible to explain differences as a struggle between faculty and administration. In their study Gross and Grambsch found that generally institutions of higher education tend to attract both faculty and administrators who sympathize with institutional goals (55). There undoubtedly is an element of truth here too, but as a solution to our question about the role of higher education it is equally oversimplified because it assumes the existence of pure models of the elitist and service universities.

For Herman Niebuhr, Jr., Associate Vice-President for Urban Affairs at Temple University, this is a false dichotomy. In The University in Urban Development he argues that all these functions must be part of the American university today--the university must be a "very pluralistic enterprise." It must serve essentially three constituencies: the next generation; the adult population, or the present generation's needs for continuing education; and urban society. At present it serves none of these constituencies very well. While for Niebuhr there is no question about the issue, we still are searching for balance among the functions, and he believes that the pressures of our urban age are forcing us to get on with the job. He sees two basic pressures: the pace and recognition of the change-process; and what he calls the "wholeness revolution. . . the growing proclivity to see the interrelatedness of events, factors and forces as they affect man-in-society."

The "central imperatives"lead him to "derivative pressures," which include: a shift away from problems to prevention; planned manpower development; and the challenge of participation. The first step in achieving a balance is to break down the fragmented, segmented concept of the university as it exists today and develop a conception of the university "as a total social institution which is different from an aggregate collection of colleges." From this point of view it should be possible to consider new models for dealing with the university's traditional responsibility for manpower development and new approaches to urban problem-solving (63).

In a different direction, much of the literature on the role of higher education is devoted to studies or exhortations regarding roles that colleges or universities ought to be playing. One example of this is the address by Jack C. Ferver, already mentioned, urging the creation of urban grant colleges (26). Charles E. Kellogg and David C. Knapp, on the other hand, urge the continued expansion of agricultural extension into community development, problem-solving advisory services, and consolidation with general extension divisions (41). Another institution to receive attention is the community college. Eugene E. DuBois encourages the two-year colleges to move beyond their roles as teaching institutions and establish a "community research bureau (23)." And a study by James C. Sanders concludes with a recommendation that Kansas community-junior colleges should seek legislation supporting adult education and community service as a public responsibility (73). Finally, there is an occasional suggestion from the academic disciplines,such as Morton Bard's paper before the American Psychological Association,urging his colleagues to extend psychology's impact through existing community institutions. He described an experiment in which paired black and white policemen were trained to "combine normal work with the skills of family crisis intervention specialists (5)."

Ideas on the role of the university might be expanded indefinitely, but these appear to be the major directions in community service insofar as the ERIC files go. Such speculations are interesting and far from idle because they add an important dimension to the definition, but they do not really define the present role of higher education in community service. Again it is necessary to confess that there is no clear answer. Nevertheless, five tendencies seem to emerge from the ERIC literature.

First, there is a tendency at land grant universities toward merger of the agricultural and general extension divisions. One of these mergers has been described by Robert A. Wilson in Merger in Extension: A History and Analysis of the Merger at the University of Wisconsin. Wilson emphasizes the logic of consolidation that rests in the problem-solving orientation of agricultural extension, already forced to shift attention from rural to urban problems. On the other hand, general extension, already more urban in its orientation, is forced to abandon a more or less formal academic program in favor of growing emphasis on problem-solving (43).

Second, there is a tendency for colleges and universities to think of activities as public service instead of extension or adult education. In a report edited by Roger W. Axford, College-Community Consultation, the three major responsibilities of the modern university are "teaching, research,and public service." According to the editor, "The contributors to this volume recognize that the university must be involved in helping to solve community problems (4)." This contrasts with the former trio: teaching, research, and extension. The trend was also noted in a Johns Hopkins study of urban affairs activities sponsored by colleges and universities in the Baltimore region. About 350 activities were reported; over one hundred were research on urban problems,and the bulk of the so-called extension was "individual consultative services. Few, indeed, are the 'programs' which can be identified as extension (69)." There may be an element of public relations in adopting a new term, but it appears to be more than that. A growing concern for public service is reflected in a project report from Syracuse University. The editors, Curtis Barnes and Allen Splete, do not even use the term, public service, but title their report, The University and Social Responsibility. They list 135 programs at the University dealing with education or research "specifically directed toward the problems of the disadvantaged and to the crisis of America's urban communities (7)."

Third, there is a tendency toward growing concern about the need for inter-collegiate cooperation--although at this point it is not much more than an awareness. For example, one of the recommendations of the Johns Hopkins study was to the effect that cooperative projects, now rare but significant, should be expanded." And along the same line, the report indicated that a "major gap" revealed by the survey was that the "separate urban affairs of the [Baltimore] colleges and universities need to be formally coordinated by the Higher Education Council on Urban Affairs (69). In a similar vein, Paul Miller has endorsed the concept of the "regionalization of higher education." According to the former Assistant Secretary for Education, "we shall see more consortia both on state and regional levels. Indeed, I believe one of the central topics of discussion. . . in the next decade will be the consortium idea. . . Institutions will either plan and develop consortia voluntarily, or the public will demand that they do so (54)."

Fourth, there is a tendency for colleges and universities to find their major community service roles in the city and in urban problems. This is inevitable in view of our national concern for the plight of the cities. Perhaps it is more surprising that the development came so late and so slowly. Undoubtedly the Ford Foundation grants for urban extension helped focus attention on urban problem-solving as a major role for higher education. Probably the success or failure of any single project is less significant than the fact that the grants encouraged experimentation and contributed to knowledge and awareness of the problems and possibilities of urban extension (82).

A second boost for urban extension as a major role for higher education has been provided by Title I, which places major emphasis on urban and suburban problems. According to the Third Annual Report of the National Advisory Council on Extension and Continuing Education, fifty-two percent of the programs and about fifty-five percent of the federal funds served urban areas. If suburban is included, the percentages are sixty-six and sixty-seven respectively. In addition to noting this emphasis on urban problems, the Council recommended a special appropriation of $25 million to develop comprehensive programs of research and education in major metropolitan areas that crossed state boundaries (57).

A major role for urban extension involves the inner city and particularly the black ghettos. In 1967 the Maryland State Agency for Title I conducted a program called The Agony of the Inner City, What Can Continuing Education Do? Representatives attended from Detroit, Milwaukee, Newark, and Watts. Using the riots as the penultimate expression of the agony, Stanley J. Drazek asked, "Why were there riots in these major cities?" In response, panelists tended to be clearer in explaining the riots than in indicating appropriate roles for continuing education. All agreed that there was a job to be done by institutions of higher education, but as one panelist, Hubert G. Locke put it, "Dealing with. . . this problem will tax the imagination, resources, and energies of every segment of this nation. It is one for which I do not presume to have any answers (22)."

In Metropolitan Washington, D.C., the 1969 Amendment to the Title I State Plan was devoted exclusively to inner city, ghetto problems. Quoting from the report of the Kerner Commission the plan argued that Washington was "setting the national pace toward urban/suburban racial division." Therefore the need of highest priority in the District of Columbia was "to identify more clearly its interests in metropolitan growth and development, to strengthen its own role in metropolitan affairs, to increase metropolitan consciousness generally, to reinforce and perfect those metropolitan institutions and organizations that are responsive to the needs of the District of Columbia, and to cooperate with suburban institutions in educational programs designed to increase mutual understanding of the characteristics of the metropolitan area and of the forces that are shaping its future." In this situation the stakes were enormous, and the Title I Agency gave priorities to programs designed to: (1) strengthen ghetto organizations and leadership; (2) close the gap in understanding and communications between ghetto residents and city government; and (3) provide ghetto residents with knowledge of opportunities outside the ghetto (14).

Finally, there is a tendency for community service activities to involve various segments of the public in basic decisions regarding the educational enterprise. This of course means that continuing education becomes an important arena in the confrontation between the traditional view of the university as completely free to make its own decisions without regard for the wishes of the outside community, and the idea of a partnership with the community to be served. It was on this issue that Paul Miller saw faculty and administrators divided--traditionally and sentimentally the university can serve best if it remains "disengaged from society," but an urban, industrial society calls upon the university to "seek an engagement with the public process (54)." Actually, the continuing education division has been forming partnerships for many years. Now they are not alone, as we find similar cases of intervention in research sponsored by government and industry and in the young peoples' challenge to undergraduate education. These new developments as well as the new emphasis on community service mean that the issue is more sharply drawn today than ever before.

Gordon Blackwell has argued for full reorganization of continuing education activities to meet constantly changing urban needs. Quoting university presidents, legislators, and public officials in support of the university for public service, he pointed out that this meant institutions of higher education geared more directly to social action than they were fifteen years ago--in the words of one chancellor,John T. Ryan of the University of Massachusetts, Boston, it meant "creative partnerships" between several universities in a given region and between the academic community and the public (10).

In a similar spirit, a series of papers already mentioned, The Role of the University in Community Development, emphasize the need for new partnerships between the universities and their urban communities. Glen C. Pulver points out that the city is "composed of multiple power pyramids. . . the distance from the top to the bottom of most of the power pyramids is long." Pulver believes that this has "generated a major problem in communication" and a feeling of need for participation in neighborhood decisions affecting daily life. Communication, he writes, must start within groups, not across group lines. It is particularly difficult to build confidence and a base for communication among the inner city poor. But the starting point is not a situation where the university can talk to the community, but one where the inner city people can talk to the university. "The challenge to the university is to join with the community, to join in the development of logical yet rapid paths to the solution of our community problems."

Another author in the series, Daniel J. Schler, argues that among other things, "we can no longer pretend that the university is a community of scholars, collectively pursuing knowledge in the general interest of society. The S.D.S. at least has made that point, if nothing else." In the final paper of this regional conference, Lee J. Carey has made a special point of the relationship between urban community development and Title I. Carey believes the Title represents an important step in community service "away from a project focus to a program focus, from working with individuals and their needs to planning aimed at community problems, from campus-centered activity to community-centered activity." What does this imply? Carey quotes Thurman J. White, Vice-President and former Dean of Extension at the University of Oklahoma: "Title I programs must be conceived in a framework of planning in which the community comes first. The academic interests of professors cannot, in this context, be the principle determinant of programs even though they must not be lost as a treasured resource (67).

If these are not pious phrases or wishful thinking, they are an important challenge to the traditional university that stands outside of the hurlyburly of community affairs, making its own decisions on the nature and direction of teaching and research. This was justified as crucial to the search and dissemination of the truth. The proposal for a genuine partnership with outsiders must compromise the highly treasured academic freedom, and indeed, it may raise questions about the meaning of truth itself.

In 1966 the Trustees of the Carnegie Foundation for the Advancement of Teaching engaged in an all-day discussion of the public service responsibilities of universities. There was no attempt to achieve consensus, but the tenor of the report, The University at the Service of Society, was sympathetic to accepting an obligation for public service. The Trustees noted that there were two extreme roles universities might play. First, there was the traditional view of hands off--any involvement was improper. Second, there was the opposite position that held out for identifying with the community and active attempts to combat social wrongs. The Trustees rejected both positions as "unrealistic in the light of the constraints which operate on all universities today." The Trustees tried to find an answer somewhere in between, a "practical middle approach" that includes: maintaining high standards of social justice in the academic community; managing, on an emergency basis only, urgent national or local projects; and coordinating joint attacks by several segments of society on large scale social problems (13). Perhaps the most significant aspect of the Trustees' statement is neither the recognition of a responsibility for public service nor the cautious search for a middle ground, but the fact that all of these positions, left, right, or center, appear to assume that the decision will continue to be made unilaterally. Even the extreme actionist position assumes that the university has "an obligation to identify social wrongs and to take an aggressive lead in rectifying them." It has the obligation because the university stands for the highest values," and therefore must intervene "to assist the society to conform to these high values." There certainly is no sign of a partnership here. Commitment to community service may become, rather, an academic question for our generation, the real issue focusing on methods to accommodate the public in university policy-making (13).

Do institutions of higher education hold the key to community service and continuing education? There appears to be considerable constitutional and philosophical inability to think in terms of partnerships, to accept the implications for action in community problem solving, or to accept any radical experimentation in approaches to continuing education. As a result, the response in some quarters is to search for new institutional forms. Two such forms are the community school and the community-as-school concept. They are described in Knowledge is Power to Control Power, by Robert J. Blakely and Ivan M. Lappin. In their monograph, based on a study of new institutional arrangements and organizational patterns, the authors write:

> The concept of the 'community school' is being put into practice in many parts of the country--a total community Opportunity Center for young and old operating virtually around the clock around the year. However, a far more radical idea has emerged from the ghettos. . .the community-as-school concept. It is the systematic and deliberate use of the community instead of the school for providing the experiences that will enable children to learn.
>
> The community-as-school concept means that the community is a part of the school--not just as visitors and advisors, but as participants--in the buildings, programs and teaching; 'community' means parents, neighborhood groups, industry, labor, community agencies, cultural and recreational centers, and municipal government agencies. The concept means, conversely, that the school is part of the community--as forum, theatre, cultural center, recreational center, club--in a word, school, not just for children but also for adults (11).

It is not always possible to distinguish between the community school and the school as community, but there tend to be elements of both in many community action programs. An early experiment in urban extension was undertaken by ACTION-Housing in Pittsburgh as part of the Ford Foundation program. ACTION-Housing was well established at the time of the first Foundation grant in 1962. It is characterized by community development devoted to short- and long-range physical improvements, and to programs of social and economic change. There appears to be little education in the traditional sense, but a great deal of teaching and learning. According to the report, it was the "most successful of the Foundation-assisted action programs in direct neighborhood services (30)."

In New Haven another community action program, Community Progress, Inc., has developed a program that has elements of the community-as-school concept. In his report, A Climate of Change, Community Action in New Haven, Gregory R. Farrell describes a project that developed outside the regular educational establishment. "Behind the creation of New Haven's community school is a conclusion about the past and a vision for the future." The conventional school with its essentially rural traditions is not appropriate for the urban population. For the future, schools "shall take the lead in facing society's problems and focusing on its needs." This means more, better organized, and perhaps different kinds of services "coming through the schools at a greater variety of times and in a greater variety of ways." The schools do not provide all the needs of the people, but the vision is that they "are to be the unifying force that make 'working sense' out of it all." One interesting development was the doubt and resentment on the part of professionals over the use of laymen, but Farrell believes the practice has worked effectively. "A wide variety of people with different kinds of training," he writes, "can be useful. . . to such a program, perhaps even necessary to it. . . a talented mix of professionals and 'people with a touch' making it work on a day to day basis." In sum, Farrell concludes that "community action can happen. The community school is wide awake and breathing here, at all hours of the day and night. There are programs under way in education, job-training, recreation, health, legal aid--full-scale programs-- and they have sprung up in slightly more than two years (25)."

In spite of the success of these and other projects, the evidence certainly does not support the abandonment of colleges and universities as a major resource for community service and continuing education. In the Blakely-Lappin report, which was billed as a study of institutional arrangements and organizational patterns, a major conclusion is that a "new spirit of problem-solving and innovation is more significant than new arrangements and patterns." It is possible to agree with the authors that the spirit of problem-solving and innovation is "as impatient with new arrangements and patterns as with old (11)." Nevertheless, although we may not want to be lured into adopting each new arrangement as it comes along, we must be aware of possibilities for adapting effective ideas from other institutions to the more traditional approaches often employed by colleges and universities in their programs of community service and continuing education.

IV

TITLE I AS A SYSTEM

Title 105 (a) (2) of Title I specifies that each state shall have a plan that sets forth a "comprehensive, coordinated, and statewide system of community service programs..."Beyond the obvious necessity it is not surprising to find this direct reference to a statewide system in view of the successful precedent in agricultural extension. As Paul A. Miller points out in a paper prepared for the Fourth H.E.W. Forum January, 1968, cooperative extension may not provide the methodology needed to improve the quality of urban life, but it does point up the need for a "design for urban development (53)."

To create a design is no simple matter. So far there is little evidence in the ERIC literature of much progress toward satisfactory definitions. In searching for meaning, it is necessary to depend almost exclusively on plans or reports of various states--in other words on practical material, because there appears to be little theoretical speculation, at least in print. In general there have been attempts to be comprehensive and to provide coordination, but there has been little or no progress toward the creation of a systematic approach.

What has it meant so far to be comprehensive? One place to look for an answer is the state plan and its annual amendment. It outlines administrative procedures, specifies the community problem or problems on which the state will concentrate during the coming year, and implicitly sets standards for reporting and evaluation. Plans vary in detail from one state to the next, but major differences appear in the annual amendments. This part of the plan is devoted to indicating the major problem areas selected for concentration and is the main section where the comprehensive plan is presented. One important basis for variation is found in the degree to which the plan is elaborated. Thus in Georgia the amendment proposed three areas of emphasis--Government and Community Affairs, Improvement of Essential Urban Service, and Human Relations, with a stated percentage of the available funds allocated to each category. In connection with each major area, special activities were suggested. In government and community affairs the emphasis was placed on up-grading public administrators. The improvement of essential services involved the transformation from rural to urban life. Human relations programs were to be concerned with race, poverty, and youth. In some cases the plan also proposed specific methods that might be appropriate (18).

In another attempt to be comprehensive, Tennessee undertook a research project to determine needs. The report was included in the 1968 Amendment and became the basis for setting priorities for the coming year (81).

From the state of Washington the amendment specified priority areas but also made some attempt to rationalize the selections. For example, in connection with local and regional government, the rationale mentions the inability of many governmental units to adapt to the changing needs of urbanization. As a result there were a number of problems such as the need for more effective regional mechanisms, for greater public understanding, for remedies to a declining economy in some areas. The general needs were followed by nine specific problems (83).

Probably the best example of a comprehensive plan in the ERIC Clearinghouse is the 1969 Amendment to the Washington, D.C. plan, already mentioned in Chapter III. It includes a full statement of the crisis faced in metropolitan

Washington, establishes broad purposes for the total community service program, and sets two specific program objectives (14).

It is difficult to find a great deal of evidence of statewide coordination. This does not mean it does not exist, but it is not apparent from the literature. A measure of informal coordination may come from the periodic reports from the state agency, which at a minimum provide descriptions of funded programs and at a maximum include some evaluation. For example, one particularly vigorous and thorough statement is Progress and Evaluation Report, A Summary of Activities in Wisconsin. In contrast to some reports that tend to be glowing and not very discriminating, the Wisconsin statement is precise and exacting in its judgment--where a program has not achieved its objectives or if the project cannot be properly evaluated because of vague purposes, the agency states its opinion without equivocation. The statement also provides a measure of coordination by recommending subsequent action by the agency--such as abandon as unsuccessful, discontinue because objectives are achieved, or extend by refunding (89).

In an age of computers the word system often invokes images of highly technical arrangements beyond the ken of laymen, but this need not be the case. Certainly in Title I, system is used in the sense that we have a design or systematic approach for operating cooperative extension. But there is little in the ERIC literature to suggest that there has been much progress toward this sort of system.

There is little literature in the Clearinghouse that might be called theoretical or speculative on this subject. Two examples have been mentioned already. Fever's model for urban extension and the Ford Foundation experiments with the concept of the urban agent deal with elements of a systematic approach, but not of a system as a whole. One attempt to propose a system may be found in Title I of the Higher Education Act of 1965: Evaluation of the Present Program and Recommendations for the Future. The system is designed to "integrate diverse factors by means of a unified methodology." It consists of four units or functions. First, there is the development of ideas, hunches, or hypotheses probably accomplished by some combination of community and higher education. Second, there is the technology stage--the designing of a program to test ideas. Third, there is the field experiment. Fourth, in the center of the system we have the state agency which serves as feedback and provides statewide leadership. If the system functions properly, it permits ideas to be generated, tested, reshaped as necessary, and tested again. And it permits the storage and retrieval of statewide knowledge about community service and continuing education (87).

Unquestionably, the critical factor in making the system work is the idea generating stage, chiefly because there is no established institution to carry out the function. In Massachusetts, where the experiment is being undertaken, the Annual Amendment to the State Plan for 1970 creates special units called cluster committees on the underlying assumption that community problems will tend to cluster around particular areas. For example, during the next decade one area of concentration will be environmental management. The committees, composed of representatives from several institutions of higher education and community organizations, are expected to collect data about problems and programs in its assigned area and to generate ideas for future experiments or programs. Hopefully, the existence of a feedback mechanism at the state agency, combining contributions of a number of cluster committees, will be integrated into a total interrelated program for the state (48).

V

SUMMARY

It is important to reemphasize that this analysis is based on a review of the literature in the ERIC Clearinghouse. At present the collection has two limitations. Since it depends largely on voluntary contributions, many institutions and programs are not represented. We believe the data is typical, but it cannot pretend to be statistically scientific. Selection of particular programs as examples does not imply a value judgment as far as the success or failure of the program is concerned. It is based on its availability in the Clearinghouse files. A second limitation is that the collection is heavily weighted in favor of practice, or against theory related to community service and continuing education. Although this undoubtedly represents the state-of-the art, it will be helpful if subsequent contributions to ERIC include such items as major papers or reports emerging from Title I conferences and statewide or national studies. Such material often will provide the theoretical or speculative dimension.

This review has been organized around three questions that are important to the future of community service and continuing education. The first one is concerned with substance, audience, and method. Major subject matters appear to be community planning, community education, vocational education, leadership development, professional development, and research or reference services. All these subject matters have a familiar ring, but in this case the common orientation is to the community rather than the individual.

The audiences for community service and continuing education tend to be higher education itself, professions involved in community activities, mass audiences, the disadvantaged, and the disenfranchised. In spite of the American fascination for mass media and mass audiences, they may have relatively limited application in community problem-solving. As for method, an overwhelming proportion of the programs have used conventional approaches such as seminars, lectures, forums, or workshops. It is overwhelming particularly if one believes that there must be innovation in continuing education for community service. Five approaches, none of them new, which appear to have promise for Title I are training institutes, special materials, urban extension centers, community development, and television. If mass audiences are not a purpose this does not necessarily eliminate television but it does influence the way it is used.

We are a long way from a satisfactory definition for the roles of colleges and universities in community service, but pressure generated particularly by the demands of our urban age are forcing us to take longer and harder looks at higher education. Thus, students of community development are reflecting this deep concern in their search for ways to transform a rural process to more complex urban situations, and individuals like Niebuhr are pointing to the urgent necessity to strive for a balance among pluralistic purposes that must be served by the modern university--purposes that include helping to solve problems of urban society. Progress is slow but it is possible to identify five tendencies that appear to be promising for higher continuing education. They are: merger of general and cooperative extension at major land grant institutions; increasing use of the term public service in place of extension; a growing orientation toward urban problems; increasing awareness in and experimentation with intercollegiate cooperation, and partnerships involving college and community.

Finally, in regard to development of a systematic approach to community service and continuing education, there has been some progress toward a comprehensive, coordinated, statewide system, but not much. Up to this point there has been greater concern for the parts than for the whole. In other words, we are concerned about a number of discrete problems such as selection procedures, identification of community problems, or the strengthening of the commitment and capabilities of institutions of higher education for community service. While these are all important they tend to divert attention from more holistic, long-range goals. Perhaps this is the way it must begin.

Thurman J. White raised a number of important issues for the future of Title I in an address before the National University Extension Association in 1968, Title One and Community Development. Three of his points serve as a good conclusion for this review. First, he points out that the flexibility in the Title is both its strength and weakness. Success depends upon the effective operation of several factors. "If state agencies are weak," White comments, "and planning is poor and not comprehensive, and universities are not committed to community service, and university staff look to their own careers and research, and not to their work collectively in corporate projects, all of these make Title I weak."

Second, White comes down hard on the need for partnerships with the community. We must find ways of working together in coping with community problems in spite of the danger "in getting involved where the action is." The traditional approach with its academic distance and indifference is no longer a virtue, but it is becoming a criticism, and the university is being asked to join society." As far as Title I goes, "programs must be conceived in a framework of planning in which the community comes first. The academic interests of professors cannot, in this context, be the principle determinant of programs, even though they must not be lost as a treasured resource."

Finally, White points out that in drawing up the Title I legislation, Congress reflected a suspicion of universities--it "was tired of vague promises, statistics about service and numbers. They were asking questions about impact, results and net effect in improvement." White argues that "results" will not come from seminars or lecture series on some topic, or in other words from the traditional university approach. "Title I projects and programs [must] break down the walls, [and] work with and alongside other programs and systems (88)."

Title I literature may be interpreted in two ways. From one point of view, there is discouraging evidence of a failure to capitalize on the opportunities offered by federal support. From this perspective one is bound to ask if higher education can fulfill the role assigned to it. It is also discouraging that Congress has failed to increase funding for community service programs. Taking a long view is difficult, particularly in a time of rapid change, but in the long run the picture is not entirely dismal--there have been some excellent programs and we have learned a great deal from both successes and failures. Thurman White has argued that there will be continuing education for community service with or without the college and university as we know it. Blakely and Lappin conclude a study on new institutional arrangements by deciding that a "new spirit of problem-solving and innovation" is more important than institutional changes. The ERIC literature provides no grounds for complacency, but it does provide some hope that we can count on colleges and universities to continue moving ahead toward the creation of comprehensive, coordinated, statewide systems of community service and continuing education.

APPENDIX

Additional References in the ERIC Library

Substance, Method, and Audience

General. In addition to papers dealing with specific topics, other sources of material are reports describing or analyzing a collection of community service activities by colleges and universities. .Three more items, not used in the text, are: Implementation of Title I of the Higher Education Act of 1965 in Tennessee (86) by Franklin W. Welch; Community Services and Continuing Education (1969) published by the University of the State of New York (60); and Education An Answer to Oklahoma's Community Problems (65). The analysis by Welch was his doctoral dissertation. The second document describes fifteen selected projects funded in New York under Title I. Selections were based on chance--they represented projects with completed reports when the publication was prepared. The brief statements are descriptive rather than evaluative or analytical. The Oklahoma statement is made in an attractive brochure describing Title I programs that respond to significant community problems in Oklahoma and indicating broad participation by communities and institutions of higher education.

New Careers. This large and popular area has received support from many sources, and much "new careers" programming has been undertaken without reference to community service or Title I. Only an infinitesimal sample of what must be a large body of material, much of it fugitive, has found its way into the ERIC Clearinghouse. Three additional items may be of some interest to students of community service and continuing education. A report called, The Women's Talent Corps, Inc. describes a community action program aimed at highly motivated, unskilled women from low income neighborhoods. One purpose of the program was to demonstrate that they could be trained and provided with job opportunities (91). Another report demonstrating that the disadvantaged can be trained is Training Program of Community Aides for Adult Education in Elizabeth, New Jersey published by Scientific Resources, Inc. (75). This point may no longer need to be proved, but the reports are still of some value for their descriptions and evaluations of particular new careers programs. A broader view of the field is provided by Frank Riessman in Issues in Training the Nonprofessional (70). Riessman proposes guidelines for training of paraprofessionals.

Professional Development. Reports in this area cover a wide range of activities extending from formal graduate study leading to a degree to informal workshops. Again the ERIC collection is limited but it reflects the variety of approaches being used. Thus, State-University Cooperation in Professional Training for the Public Service: The Case of Texas by Philip Barnes and James Ray describes a graduate program leading to a master's degree (6). In some cases the degree programs are designed for practicing public officials. The major purpose of this program, however is professional preparation--to encourage persons to enter the field of public administration.

A paper by L. L. Smith, Mid-Career Education for Urban Administrators, describes a program offered by Syracuse University--an interdisciplinary approach to understanding the metropolitan community (77). Another mid-career program is offered by the University of Oklahoma; The Oklahoma Advanced Plan describes an educational program for military and government employees. It includes intensive study, directed reading and research papers (71).

At a more informal level, Local Government Training Programs, Problems and Needs in Iowa by Clayton Riggenberg proposes guidelines for the Iowa Advisory Council, outlining needs, problems, and progress for inservice training of local government officials (71).

Consultative Services. As indicated, the consultative or reference service appears to be a promising approach to community service and continuing education. Additional clearinghouse literature, however, does not add much to the discussion in the text except to indicate types of programs. Thus, in Evaluation, Recreation Consultant Service and Workshops, James C. McChesney and James A. Peterson describe a Kentucky program of consultation and training for the development of community recreation centers (49). Another emphasis has been on surveys of community needs. In addition to those mentioned, The Triple Two Project reports a survey of south central Nebraska to identify important tasks for community service and continuing education (78).

A fuller treatment of the program of ACTION-Housing, Inc. will be found in Neighborhood Urban Extension, Plan of Operation (1). Although this might be classified as community development, much of its method also appears to be consultative. This project was part of the Ford Foundation experiment in urban extension.

Community Development. This is another large area with only a modest collection at ERIC. Carl R. Jantzen and Iwao Ishino, Michigan State University, have developed A Working Bibliography on Community Development (38). Sections are devoted to general and theoretical works, selected case studies dealing with change,and selected studies dealing with community development. Another attempt at summarizing is Community Development in Urban Areas : A Summary of Pertinent Journal Articles and Book Chapters by Patricia Shiner and others (76).

Literature appears to fall in the two general categories suggested in the Michigan State bibliography. There are statements on theory of community development such as Toward the Style of the Community Change Educator by Richard Franklin which discusses five major variations in patterns of interaction with client systems (32).

Community Development in Transition is a collection of papers presented before the National University Extension Association Division of Community Development in 1967. Subjects are a mixture of theoretical and practical commentaries on community development. A keynote paper by Rolland L. Warren deals with community theory and community development. Others deal with: a concept community development as a growth center; making community development operational; relationships between community development and schools, students and service; and connections between community development and Title I (36).

At least based on the ERIC sample, however, case studies or models are especially prevalent in the literature of community development or community action. For example, Patterns of Community Development edited by Richard Franklin contains nine case studies, eight rural and one urban (31). The cases are the basis for presenting major issues such as decision making, changing attitudes and habits, use of university planning consultants, questions for future social-action research and basic objectives of community development. New Dimensions in Community Development uses models as a method of proposing possible roles for the university in this field (59). This report of proceedings of the annual meeting of the NUEA Division of Community Development (1966) includes descriptions of activities at Oklahoma, Michigan State, Southern Illinois, West Virginia, and Wisconsin, and suggests prospects and directions of university-based community development programs.

Role of the University

As previously indicated, the literature in this area presents a confusing picture of the role of the university in community service. Incidentally, it is interesting that much of the material in the ERIC files consists of master's theses or doctoral dissertations, suggesting the continuing need to search for clarity among the widely differing points of view inside and outside the academic community and among the frequent discrepancies between official policy and actual practice. There does not seem to be any way to classify this literature that is entirely satisfactory, but the categories used below try to suggest various ways in which the problem is being viewed.

Needs. One approach has been to point to community needs that cry out for help from colleges and universities. Thus, Adult Education Goals for Los Angeles by H. S. Dordick is a working paper on adult education in the area, indicating future needs for university extension and other specialized educational services (21). The report, like many others, emphasizes the need for services that fall outside the formal educational structure. For example, The Buffalo Model City Conference among other things represents a concern for a comprehensive and imaginative program to deal with problems of blight and poverty (15).

Response to Community Needs. Papers in this category range from the particular to the general. For example, University Extension and Urban Problems: Reports From a Land-Grant College and a Private University by Eugene Weigman and Frank Funk describe the involvement of Federal City College (District of Columbia) and Syracuse University in metropolitan problems through programs in community development, planning, and extension education (84). At a general level, in The Urban Crisis: What is University Extension Doing, the NUEA Spectator answers its own rhetorical question by describing a variety of attempts to do many things (58). Areas of endeavor include research, community development and planning, urban government, teaching teachers, teaching urban public officials, job skills, youth problems, health, consumer education, inner city extension classes, courses on race. According to the report, programs show a growing attention to a new clientele--the general public rather than just the experts.

At the same time a reflection of the confusion in response of higher education is reflected in the Proceedings of the Annual Convention of the Association of University Evening Colleges (1969) (3). After a keynote by Whitney Young on the need to correct white racism and other papers on the new social responsibility, the discussion tended to be at best minor liberalization of conventional evening college policies in their degree programs.

Re-examining Policy. In a sense another response to need has been to re-examine policy. At least in the ERIC files this has come from land-grant universities and community colleges,so it is a case of direction rather than essential commitment to community service. For example in Inner City: The University's Challenge, Stanley L. Jones asks the land-grant college to apply its resources in teaching and research to the problems of urban affairs (40). But it is the Community College that appears to be doing the major soul searching.

Additional reports in the Clearinghouse files include: A Study of Community Services in the Community Colleges of the State University of New York by Armond J. Festine (27); A Survey of the Community Service Function of Selected Junior Colleges by Adrien P. Beaudoin (8); and Selected Urban Problems and the Public Community College by Joseph N. Hankin (33). All papers appear to concur that in general, in spite of the concern for community service implied in the concept, the community college response has been inadequate and fairly conventional. Major excuses are the need to get the college itself under way, establishment of the credit programs as the first priority, and lack of resources.

Theory. One attempt to study the role of the university has been made by Doris E. Martin, reported in her doctoral thesis, The Role of the University in State Change: Perceptions of the Public Service Function in the Pacific West Coast Region (47). Findings reveal a typical situation: accurate recognition of problems facing the state; nominal acceptance of a responsibility for public service; and wide variety of opinions or positions regarding the action the university may take to implement its responsibility. In a seminar approach, Role of the Universities in Social Innovation in 1968, representatives from land-grant institutions heard papers that ranged widely over such topics as information needs of "an urbanizing post-indutrial society," minimum elements needed if the university is to meet its contemporary challenge, opinions on the role of the university from distinguished laymen, strategies for involving publics. The seminar discussion was supplemented by post meeting "second thoughts" from participants that were equally varied, ranging from concerns about the traditional university role in search for truth, to complaints about the Washington bureaucracy and views of the community as a client group. As may be apparent from the list of topics, the outcome is a disjointed hodgepodge, but suitable for fishing expeditions for occasional good ideas (35).

BIBLIOGRAPHY

1. NEIGHBORHOOD URBAN EXTENSION, PLAN OF OPERATION. ACTION-Housing, Inc., Pittsburgh, Penna. 90p. 1963 Eng.

   During a five-year demonstration, ACTION-Housing will develop and improve the neighborhood urban extension process and test its effectiveness. Operating principles which will guide the demonstration include the use of neighborhood bases, of all kinds of educational techniques, of flexible methods, and of citizen participation in decision-making. Each of the three urban extension neighborhoods, and the greater Pittsburgh community, will be required to make a financial investment in the demonstration. Action-research will help participants learn how to strengthen neighborhood assets and solve neighborhood problems, with a trained neighborhood extension worker initiating the vitalization process in each neighborhood. Continuous evaluation will take place and participation of people from all social levels will be solicited.

2. OF MESSAGES AND MEDIA: TEACHING AND LEARNING BY PUBLIC TELEVISION. CSLEA NOTES AND ESSAYS ON EDUCATION FOR ADULTS, 58. Alter, Henry C. Center for the Study of Liberal Education for Adults, Brookline, Massachusetts. Available from Syracuse University Press, Box 8, University Station, Syracuse, New York 13210. Price $2.00 56p. 1968.

   The purpose of this essay is to explain and demonstrate to educators the special strength of public television as an ally of education in general, with a view to obtaining greater understanding which will ultimately lead to more effective cooperation between public television and the educational world. Part one traces the evolution of educational television, estimates the performance of educational television over the years, and analyzes and interprets the special method and style of public television as an educational medium. Part two describes and discusses the programs produced by National Educational Television; it demonstrates how a viewer might have "studied" such varied areas as geography, arts, science, education, and current issues, in the special style of television-- in shows dictated by events or as part of a general program series. The approach is interdisciplinary, cutting across academic categories.

3. PROCEEDINGS OF THE ANNUAL CONVENTION OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES (30TH, SAN FRANCISCO, CALIFORNIA, NOVEMBER 10-14, 1968). Association of University Evening Colleges, Norman, Oklahoma. EDRS Order Number ED 029 244, price MF $0.75, HC $8.60. Also available from Executive Secretary, Association of University Evening Colleges, University of Oklahoma, Norman, Oklahoma 73069. Price $5.00. 170p. 1968.

In this annual convention of the Association of University Evening Colleges (AUEC), emphasis was on the universities' proper urban extension role and responsibility in the inner city, and on steps toward greater flexibility and wider educational opportunities in higher continuing education. Discussion sessions dealt with specific institutional responses to inner city educational needs (including leadership development and liberalized student recruitment and admission); academic credit by examination; adult degrees; noncredit certificate programs; continuing education in business and industry; and problems relating to student personnel services, registration, publicity, admission and transfer, formal evaluation procedures, and part time faculty and students.

4. COLLEGE-COMMUNITY CONSULTATION. Axford, Roger W., Editor. Northern Illinois University, DeKalb, College of Continuing Education. EDRS Order Number ED 012 874, price MF $0.25, HC $2.55. 48p. 1967.

The modern university recognizes three major responsibilities--teaching, research, and public service. Representatives of 14 colleges and universities met at Northern Illinois University to discuss the role the college can play in working with the community of which it is a part. This publication is an outgrowth of that conference, one of seven conducted in Illinois under a federally-financed program designed to train consultants to citizens' groups in the development of community resources. The effective use of college and university faculty as consultants on such problems as industrial development, population expansion, housing, urban redevelopment planning, curriculum development, and school finance is illustrated by case studies. Some of the methodology for a successful consultant, including the technical and human relations aspects and the pitfalls of ineffective consultation, is included. Guidelines for the organization and operation of local citizen advisory committees are given to aid those who will be working with citizens' committees in implementing the consultants' recommendations.

5. EXTENDING PSYCHOLOGY'S IMPACT THROUGH EXISTING COMMUNITY INSTITUTIONS. Bard, Morton. Paper presented at the 76th Annual Convention of the

American Psychological Association, San Francisco, California, September 2, 1968. EDRS Order Number ED 024 345, price MF $0.25, HC $0.50. 8p. 2 September 1968.

Universities have responded to increasingly imperative societal demands by expanding their public service activities, often in the form of social action programs. This development has not extended to the field of psychology, in which the university psychological center could effectively serve to collaborate on university-community efforts. Such a center at the City College in New York has been conducting an experimental project in which a unit of 9 white and 9 black policemen, biracially paired, were trained to combine their normal work with the skills of family crisis intervention specialists. They receive regular consultative support from the Center staff. Their work covers a West Harlem area of 85,000 people to whom they are available at the time of a crisis, 24 hours a day. In one year the unit served 665 families, enhancing police-community relations in the area. The Police Department has been provided with a capacity it previously lacked for reducing certain types of crime and injuries to policemen, and the community has benefitted from direct university involvement. The results clearly demonstrate that university psychological services can be successfully provided through existing community agencies, and that the use of these agencies may be more logical and economical than the creation of new ones. The Center is working on a similar project with the Fire Department.

6. STATE-UNIVERSITY COOPERATION IN PROFESSIONAL TRAINING FOR THE PUBLIC SERVICE: THE CASE OF TEXAS. Barnes, Philip W. and Ray, James F. In PUBLIC PERSONNEL REVIEW; 4p. July 1968.

To encourage more people to enter public administration work in Texas, a master's degree program requiring an internship in a state agency is required of students at the University of Texas. The goals of the program are to provide graduate education in public administration and to prepare students for management careers in the public service, especially at the state level. Students are placed according to interests and background ability wherever possible. Assignments are rotated frequently within the agency an intern serves, and one or more task assignments are given. For the seven months' internship, students work 20 hours a week and spend other time on regular course work and in informal seminars and conferences conducted by state officials. Success of the program is probably a result of support from the Governor and his office and of the proximity of the University and the state capital. The cooperation between state and university officials has created more exchange of information and improved relations among all involved.

7. THE UNIVERSITY AND SOCIAL RESPONSIBILITY. INTERIM REPORT. Barnes, Curtis, and Splete, Allen, editors. Syracuse University, New York. EDRS Order Number ED 027 467, price MF $0.25, HC $2.75. 53p. January 1969.

Syracuse University is supporting or initiating 135 programs directed toward problems of the disadvantaged and the urban community. Many programs evolve from the University's teaching and research functions, and others are less structured and operate on a volunteer basis. The programs have five categorical functions: improving educational opportunities; helping the disadvantaged; solving urban community problems; developing community leadership; and relating the University and the neighborhood. Complete descriptions of the programs are included in the appendixes, along with a listing of 15 course offerings which relate to the role and contributions of black Americans in the development of the nation.

8. A SURVEY OF THE COMMUNITY SERVICE FUNCTION IN SELECTED JUNIOR COLLEGES. Beaudoin, Adrien P. EDRS Order Number ED 025 254, price MF $0.25, HC $0.50. 8p. [1968].

Returns from 53 of 88 junior colleges surveyed concerning their community service programs showed the following: (1) community service functions are typically the responsibility of an executive officer who reports to the president or other college administrator; (2) categories of community service programs are instructional (adult education, non-credit programs, institutes, seminars, workshops, and other short courses), cultural (lectures, concerts, and films), informational (exhibitions, speakers, and public events), and other, (3) the nature of these programs is service to a population not directly served by university-parallel or occupational degree programs. Community services appear to be an emerging educational function in the junior college. They are flexible and permit the institution to move in any direction with informal, often short-term offerings. The establishment of community service programs broadens the educational services available to citizens of the area. This survey is intended to assist junior college administrators who are beginning or expanding their offerings in this growing area.

9. CIVIC LEADERSHIP DEVELOPMENT. FINAL REPORT AND EVALUATION OF GRANT 66 - 1 - 1 UNDER PUBLIC LAW 89-329, TITLE I. Bellarmine College, Louisville, Kentucky. EDRS Order Number ED 016 152, price MF $0.25, HC $1.65. 31p. 15 May 1967.

Experience has shown that most problems relating to civic leadership stem from inadequate understanding of civic responsibility among less affluent citizens and from lack of means to project civic pride and leadership. In a program funded by a federal grant, Bellarmine College brought its resources to bear on this problem by establishing in the West End of Louisville, Kentucky, four sequential courses--Civic Responsibility and Parliamentary Law and Procedures (Fall 1966) and Group Emotional Adjustment and Speech Dynamics (Spring 1967). Participants were 41 selected citizens, between the ages of 30 and 50, with a blue collar vocational background. The courses were given in a school conveniently located in the heart of the West End, an area of rapid socioeconomic change in great need of local leadership. Of the original group, 31 completed the course. Course content, facilities, instruction, and student rapport were rated as good to excellent and the overall program was judged effective. (The document includes the program budget, questionnaire responses citing West End problems, and appendixes.)

10. COMMUNITY NEEDS AND HIGHER CONTINUING EDUCATION (IN THE CONTINUING TASK, REFLECTION ON PURPOSE IN HIGHER CONTINUING EDUCATION, CSLEA 1967/17-25). Blackwell, Gordon W. Center for the Study of Liberal Education for Adults, Boston. 11p.

Urban universities and continuing higher education may help meet the needs of the changing urban community by reorganizing its continuing education activities to meet constantly changing needs. Universities, geared more directly to social action than 15 years ago, are entering into creative partnership with the government, industry and civic organizations.

11. KNOWLEDGE IS POWER TO CONTROL POWER: NEW INSTITUTIONAL ARRANGEMENTS AND ORGANIZATIONAL PATTERNS FOR CONTINUING EDUCATION. Blakely, Robert J. and Lappin, Ivan M. Syracuse University, New York. Available from Syracuse University Press, Box 8, University Station, Syracuse, New York 13210. Price $2.50. 88p. 1969.

This report is based on a study of new institutional arrangements and organizational patterns for continuing education in the United States made during 1969. Two related parts give findings of questionnaire surveys and interviews in ten middle-sized New York State urban areas, and findings of a national study based on interviews, visits, and the reading of current materials. The national study indicates a general trend in American society toward the application of knowledge to solve social problems and in social action. Specific movements in the use of continuing education by noneducational institutions are reported, along with the progress of continuing education to a more central role in educational institutions. Developments in national continuing education associations are sketched, including both trends toward common interests and obstacles to cooperation. An approach to common ground is suggested. Ten recommendations of steps to improve the field of continuing education are made. It is concluded that continuing education needs a strategy for making a cumulative impact. Appendixes describe methods of the local survey and details of the results.

12. PLANNING FOR REGIONAL GROWTH: A REPORT OF A COOPERATIVE EDUCATIONAL PROGRAM FOR THE CITIZENS OF THE SACRAMENTO VALLEY, SPRING, 1968. California University, Davis. University Extension. EDRS Order Number ED 030 788, price MF $0.25, HC $1.95. 37p. August 1968.

An experiment in public education for regional planning in a five county area was undertaken by the Sacramento Regional Area Planning Commission jointly with the University of California Extension (Davis) and KCRA-TV; the purpose was to present for public scrutiny a set of preliminary goals. A series of television programs was combined with 160 small study discussion groups. University Extension recruited and briefed discussion leaders; and, in conclusion, held a day long conference, attended by 150 persons--1/3 interested citizens and 2/3 public officials and professional persons. A total of 2500 participants in the program was recorded; only 12% returned the questionnaire, likely because of lack of followup. Lack of time for personal contact, recruitment, and followup was felt to cause many of the weaknesses of the program. Television reporting was difficult because of the lack of a central information source and of the narrow specializations of many resource people; its major value lay in the presentation of opinions of experts and visual examples of planning concepts. Advertising provided by the Sacramento "Bee" newspaper was very effective.

13. THE UNIVERSITY AT THE SERVICE OF SOCIETY. (SUMMARY OF A DISCUSSION BY THE TRUSTEES OF THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, ANNUAL MEETING, (61ST), NEW YORK.) Carnegie Foundation for the Advancement of Teaching. 19p. 1967.

One extreme view of university public service regards it as an improper function because it is not consistent with an academic institution's basic responsibilities for teaching and research. The opposite view of academic public service holds that universities have an obligation to identify and actively combat social wrongs, and thus to help to support the higher values of the larger society. A practical middle approach would include maintaining high standards of social justice in an institution's own affairs, providing a haven and a meeting place for diverse opinions and interests, managing (on an emergency basis only) urgent national or local projects, and coordinating joint attacks by several segments of society on large scale social problems. In any event, institutions must not seek contracts simply for reasons of self aggrandizement, or allow themselves to be treated merely as ready sources of expertise. Issues of administration, academic freedom, secrecy and security, legal and moral responsibility for participating faculty members, and wider allocation of responsibility for public service activities must also be faced.

14. FISCAL 1969 ANNUAL AMENDMENT TO THE DISTRICT OF COLUMBIA COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Consortium of Universities of Metropolitan Washington, D. C. Available from the Consortium of Universities of Metropolitan Washington, D. C., 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036. 16p. 29 May 1968.

The Fiscal 1969 Title I program of the District of Columbia will give priority to programs that seek to (1) strengthen ghetto organizations and leadership; (2) close the gap in understanding and communication between ghetto residents and city government and increase the capability of city government to meet the needs of ghetto residents; and (3) increase the opportunities of ghetto residents to obtain knowledge of the opportunities that are available outside the ghetto. Approximately $37,000 will finance each of the three programs. Conditions and illustrations of kinds of projects acceptable for funds, and sources consulted in developing the fiscal policy are listed.

15. THE BUFFALO MODEL CITY CONFERENCE. (PROCEEDINGS OF THE FIRST CONFERENCE SPONSORED BY THE COOPERATIVE URBAN EXTENSION CENTER, JANUARY 19-20, 1967.) EDRS Order Number ED 011 627, price MF $0.50, HC $3.65. 71p. 1967.

This report from Buffalo, New York, is of the first of 7 regional conferences planned to help communities prepare themselves for participation in the Federal Model Cities Program, as provided by Title I of the Demonstration Cities and Metropolitan Development Act of 1966. Sponsored by the Cooperative Urban Extension Center, which is funded under Title I of the 1965 Higher Education Act, it brought together representatives of city government, higher educational institutions, welfare agencies, voluntary agencies, churches, cultural institutions, and foundations. The purpose was to achieve a sense of commitment to the task, an airing of ideas that can become the core of Buffalo's own approach to the Model City challenge, and an understanding of the need to forge a broad administrative organization comprehensive and imaginative enough to cope with problems of blight and poverty on a large scale. The social action program was discussed, urban renewal, economic opportunity, and cultural programs, the federal program, and Buffalo's response to it. Then a look was taken at the job ahead in social action and community planning with an emphasis on local initiative with the strong participation of neighborhood groups.

16. FIVE APPROACHES TO COMMUNITY RESOURCE DEVELOPMENT. Cosgriffe, Harry A. In JOURNAL OF COOPERATIVE EXTENSION; v6 n2 p85-92, 8p. Summer, 1968.

Five major types of community resource development have been identified by means of information from program reports and conferences and recent observation in a number of states on how this work is being defined and conducted. These are: (1) management development, in which an extension change agent works to educate influentials in public and private life; (2) sensitivity development programs to improve the public affairs understanding of concerned citizens and public officials; (3) environmental development, in which change agents seek to complement the work of official Federal, state, and regional, and local planning and development agencies and voluntary development groups; (4) project development, in which change agents, after systematic inquiry with relevant groups and individuals, focus on specific problems; and (5) organizational development, in which attempts are made to establish and maintain new organizations with the hope of stimulating local and regional development. Such forms of development may be either mutually exclusive or interrelated.

17. THE SOCIAL ASPECTS OF URBANIZATION; A SOCIOLOGICAL PERSPECTIVE ON COMMUNITIES WITH AN EMPHASIS ON THE SOCIAL ASPECTS OF URBANIZATION. Kansas State University Short Course Series in Planning and Development, 3. Dakin, Ralph E. Kansas State University, Manhattan. EDRS Order Number ED 016 177, price MF $0.25, HC $2.75. 53p. April 1967.

The sociological perspective developed in this monograph (part of a Kansas State University series on community planning and development) focuses on the demographic and ecological structuring of communities both large and small, the character of social organization and of interaction in communities, (including patterns of voluntary participation and nonparticipation), community power structures and leadership, community cleavages and conflict, and the trend toward greater interdependence among communities. An attempt is made to set forth the trends that have occurred because of urbanization and to examine implications for community planning and action. In particular, an opportunity to improve the distribution of facilities and services in Kansas is seen in the optimistic responses of community leaders to a recent survey on the feasibility of forming integrated complexes of small communities.

18. A STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 SUBMITTED BY THE STATE OF LOUISIANA. Davidson, John W. and Pellegrin, Lionel O. Louisiana Commission on Extension and Continuing Education, Baton Rouge. EDRS Order Number ED 017 883, price MF $0.25, HC $2.20. 42p. 13 June 1967.

The Louisiana State Plan includes administrative information, procedures for selecting community problems, institutions, and reviewing applications, fiscal and institutional assurances, accounting procedures, review and evaluation of programs, transfer of funds, reports, details of the annual program, and eligibility of programs. General problem areas designated as priorities for Louisiana's third annual program are government and community affairs--improvement of managerial ability and expertise of community leaders--(45 percent of funds), improvement of essential urban services, especially community health and development services (28 percent), and human relations to include community conferences, leadership training programs for indigenous neighborhood leaders in the lower economic groups, and seminars for teachers and local government personnel to increase their understanding of and ability to work with the subculture of poverty (27 percent). The document contains lists of commission members and institutions of higher education.

19. THE PROCESS OF URBANIZATION. PROCEEDINGS OF A COMMUNITY DEVELOPMENT CONFERENCE. Deines, Vernon and Richards, Lowell, editors. Kansas State University, Manhattan. Center for Community Planning Service. EDRS Order Number ED 016 907, price MF $0.25, HC $1.80. 34p. December 1966.

These abstracts of conference papers indicate forces and aspects of urbanization. Anything contributing to the development of strong social ties is healthy and anything destroying viable neighborhoods is unhealthy. Since minimum size of market and supply areas are preconditions for sustained urban growth, neighboring communities would increase their market area and growth potential by cooperating. Since political boundary lines make it impossible for a single unit of government to make a comprehensive decision for a total interdependent area, alternatives such as city and county consolidation must be found. To enable long range planning to eliminate crises in transportation and public facilities, urban centers must receive active and adequate fiscal and technical support from all levels of government.

20. URBANIZATION, PLANNING AND HIGHER EDUCATION EXTENSION; GENERAL CONSIDERATIONS IN COMMUNITY ACTION. Deines, Vernon P. Kansas State University, Manhattan, Division of Continuing Education, Center for Community Planning Service, Short Course Series, 1. EDRS Order Number ED 016 180, price MF $0.25, HC $2.00. 38p. June 1967.

The first in a Kansas State University series designed to develop an understanding of the process of urbanization and to establish a dialogue between urban planners and planning theoreticians through higher education extension, this essay focuses on the nature and impact of urbanization, the extent of the need for urban planning, the purposes and the proper scope of urban planning, and the role of universities in community development and in the emerging, highly problem oriented field of urban extension. Also described are the origins of urban extension in agricultural and university extension, sociological research on urban and rural distinctions and interrelationships, and the creation of this monograph series and related conferences, workshops, and regional short courses (1966-67) under Title 1 of the Higher Education Act of 1965. The document includes 32 references and a three stage diagram of urbanization and planning relationships.

21. ADULT EDUCATION GOALS FOR LOS ANGELES; A WORKING PAPER FOR THE LOS ANGELES GOALS PROGRAM. Dordick, H. S. Rand Corp., Santa Monica, California. Available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia, 22151. Order Number AD-666-657, price MF $0.65, HC $3.00. 18p. March 1968.

In this working paper on adult education in the Los Angeles area, future needs for university extension and other specialized educational services outside the formal educational structure of the state are discussed. Professional continuing education and the needs of housewives and retired persons, high school and university dropouts, persons needing vocational skill training or retraining, immigrants seeking citizenship and employment, and other clientele groups, are considered. Such major problems and obstacles as geographic distance and access, lack of funds and facilities, and rising costs are described, together with instructional methods and aids meant to alleviate these constraints to growth. Also included are estimates of adult education enrollment in greater Los Angeles for 1980 and beyond.

22. THE ANGONY OF THE INNER CITY; WHAT CAN CONTINUING EDUCATION DO? Drazek, Stanley J., editor. Maryland University, College Park. State Agency for Title 1. EDRS Order Number ED 015 377, price MF $0.25, HC $1.90. 36p. December 1967.

The report of a panel program by the Council on Extension at the 81st national conference of the National Association of State Universities and Land-Grant Colleges in November, 1967, featured urban and university leaders representing Detroit, Milwaukee, Newark, and Watts. The first address compared the plight of American inner city Negro Ghettoes with that of Eastern European Jewry. The second described University of Wisconsin extension efforts to promote employment, better housing, consumer education, health, education, and improved race relations and human relations in the Milwaukee inner city. The third, which cited Rutgers University extension programs, urged broader university programs of training and education. The last address surveyed the inadequately met social and economic needs of the Watts area, and recent UCLA interracial discussion programs and similar extension efforts aimed at meeting these needs.

23. COMMUNITY RESEARCH AND CONSULTATION FOR THE COMMUNITY-JUNIOR COLLEGE. DuBois, Eugene E. In ADULT LEADERSHIP; v18 n2 p49-50 June 1969.

The Community-Junior College, which has considered itself primarily a teaching institution, is encouraged to expand its role to serve the community through relevant research and consultation. A Community Research Bureau would be composed of professional research experts with the consultative services of qualified faculty for work on community problems.

24. THE UNIVERSITY AND THE GHETTO. Edwards, Gordon. State University of New York, Albany. Paper presented at the National League of Cities Annual Congress of Cities held at New Orleans, Louisiana. December 7-11, 1968. EDRS Order Number ED 029 205, price MF $0.25, HC $1.25. 23p. 1968.

Ineffective universities and school systems face expanding black ghettoes, migration from rural and Southern areas, and the exodus of whites from the inner city. Between 1954 and 1964, in New York City, the Negro and Puerto Rican school population rose from 29% to 50.5%, yet the majority of the teachers remained white and the system did not try to meet the needs of the new population. An attempt to vest interest in the community of Ocean Hill-Brownsville failed. The Buffalo Storefront Experiment financed under the Title I of the Higher Education act of 1965 was designed to provide two-way communication between the institutions and the community. Services offered included: high school equivalency instruction, remedial reading, tutoring, and computer education. The steering committee, composed of local participants with upward mobility, the director and his staff, concentrated on meeting the needs of the community. "The University of the Streets" offered classes such as: Small Business Management, College Mathematics, Black History, and the Legal Problems of Ghetto Life. At least three lessons have been learned: start small and do not make promises; try to get maximum community participation; do not plan ahead of the community policy makers.

25. A CLIMATE OF CHANGE; COMMUNITY ACTION IN NEW HAVEN. Farrell, Gregory R. Rutgers, The State University, New Brunswick, New Jersey, Urban Studies Center. EDRS Order Number ED 017 768, price MF $0.50, HC $4.25. 83p. August 1965.

Community Progress, Inc., a nonprofit community action corporation was established in New Haven, Connecticut, in 1962, with a three year Ford Foundation grant. It has undertaken programs of employment, education, and social services, emphasizing involvement with the poor on a close, informal, neighborhood basis. Social, vocational, health, educational, legal, and recreational needs are served by community schools open 14 to 16 hours daily, and by neighborhood centers. Major activities conducted include middle-skill technical training, fundamental education, general vocational training, counseling for adults and recent school dropouts, and cultural enrichment for preschool and school children.

26. NEEDED: AN URBAN EXTENSION SERVICE: TRENDS, PROBLEMS AND POSSIBILITIES UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Ferver, Jack C. EDRS Order Number ED 030 817, price MF $0.25, HC $1.40. Also available from Wisconsin Title I HEA Administrator, 432 North Lake Street, Madison, Wisconsin 53706. A paper presented at the Regional Title I Conference, St. Louis, Missouri, March 27-28, 1969. 26p. 1969.

Title I of the Higher Education Act of 1965 has demonstrated that institutions of higher learning can make an important contribution to the solution of community problems through community service projects. But there are limitations, the greatest of which are lack of adequate program funds and mounting program needs, particularly for programs relating to the problems of the poor in our central cities. The great potential is in developing Title I into an Urban Extension Service with organizational linkages between federal, state and urban governments, urban citizens, and urban-grant colleges and universities.

27. A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK. Ed.D.Thesis. Festine, Armond Joseph, Syracuse University, New York. Available from University Microfilms, Ann Arbor, Michigan. Order Number 68-5507, price, Microfilm $3.00, Hardcopy $7.00. 149p. June 1967.

This study assessed the extent to which the stated commitment of State University of New York to provide community service programs in Adult Education has been met and the relationship between the number of programs and such factors as community size, the age of the college, the number of colleges offering programs within the community, and means of financing programs. Data were obtained from college catalogues and promotional literature, interviews with college administrators, and questionnaires mailed to each college. It was found that 15 colleges had made a complete commitment to provide programs and 13 had made a limited one. The colleges reported a total of 581 such programs for the 1964-65 academic year. The greatest contributions lay in financial support of adult cultural education, and the least were in the area of community development. Discrepancies emerged between stated commitments and actual practice, and it was concluded that the community colleges have not fully accepted community service as a major educational objective.

28. TRAINING FOR NEW CAREERS. THE COMMUNITY APPRENTICE PROGRAM DEVELOPED BY THE CENTER FOR YOUTH AND COMMUNITY STUDIES, HOWARD UNIVERSITY, WASHINGTON, D. C. Fishman, Jacob R. and others. President's Committee on Juvenile Delinquency and Youth, Washington, D.C. EDRS Order Number ED 025 472, price MF $0.50, HC $5.65. Also available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402, price $.60. 111p. June 1965.

The Community Apprentice Program, developed by the Howard University Center for Youth and Community Studies, was an exploratory attempt, through combined rehabilitation, vocational education, and supervised work experience, to train disadvantaged youth as human service aides in child care, recreation, and social research. Seven boys and three girls, ranging in age from 16 to 20, who were currently unemployed and lacked education beyond high school were selected. The 12-week program consisted of three related parts: the "core group" in which members learned to analyze personal, social, and job-related problems, make decisions, and relate more effectively to others; specialty workshops and seminars; and supervised on-the-job experience. Consisting of experimentation with data gained from observation and tape recordings and attempts to develop instruments for more refined and controlled future studies, evaluation of the project focused on delineation of the characteristics of the youths who volunteered for the program, analysis of reasons for their identification and affiliation with or alienation from the program, and description and evaluation of the group process.

29. ACTION EDUCATION, TITLE I, HIGHER EDUCATION ACT OF 1965, FLORIDA, 1966-1967. Progress Report. Florida Board of Regents, Tallahassee.

Office for Continuing Education. EDRS Order Number ED 018 732, price, MF$0.25, HC $2.45. 47p. November 1967.

A total of 29 programs in ten colleges and universities in Florida were funded under Title I of the Higher Education Act during 1966 and 1967. Human relations and minority groups, public administration, education for economic development and full time employment, human resource development, and education and community welfare were the major community problem areas considered for continuing education and other types of programs. Data were gathered on instructional personnel, participant distribution by age and sex, teaching techniques, additional educational institutions and agencies, average enrollment, and professionals involved in program planning. The programs appeared to be inducing communities to deal with their problems without Federal funding. Outside agencies were widely involved, individual participation was rising steadily, and participants were contributing greatly toward program planning, leadership, and success.

30. URBAN EXTENSION. Report on Experimental Programs Assisted by the Ford Foundation. Ford Foundation, New York. EDRS Order Number ED 011 095, price MF $0.25, HC $2.70. 52p. October 1966.

This report outlines the experiences of 8 universities and a non-academic community development organization which had received Ford Foundation grants for urban extension programs. Each organization used the approach best suited to its size and structure, and the skills and talents of staff personnel. The most significant consequence of most of the experiments lay in helping local communities create structures for the war on poverty, enhancing the ability of universities to serve state and local governments in shaping community action programs to meet Federal requirements, creating a working liaison between the universities and government agencies, and crystallizing several critical questions which universities must resolve to function effectively in urban affairs. The recipient universities were Wisconsin, Rutgers, Delaware, California at Berkeley, Missouri, Oklahoma, Purdue, and Illinois. The community organization was ACTION-Housing, Pittsburgh.

31. PATTERNS OF COMMUNITY DEVELOPMENT. Franklin, Richard, editor. Available from the Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D. C. for $2.50. 363p. 1966.

Case histories of systematic community development in Southern Illinois involving eight rural communities (including all of Pope County) and East St. Louis provide examples of grass roots decision making in social, cultural, commercial, industrial, educational, and civic betterment, and illustrate basic approaches to community and regional development--educating youth, working with adult populations in attempting gradually to change habits and attitudes, and introducing outsiders to initiate change. Experiences relevant to the role of university planning consultants and to the training of community development personnel are considered. Questions, issues, and hypotheses are framed for future social actional research. Basic objectives of community development are briefly discussed.

32. TOWARD THE STYLE OF THE COMMUNITY CHANGE EDUCATOR. Franklin, Richard. Paper presented at the National Seminar on Adult Education Research, Toronto, February 9-11, 1969. EDRS Order Number ED 025 721, price MF $0.25, HC $2.25. 43p. February 1969.

Variations and implications of change agents' patterns or styles of interaction with client systems (individuals, groups, or multigroups) are discussed. Five styles are defined: (1) the instructor, who imparts information to clients and interacts only with his agency; (2) the paterfamilias, who exercises personal, paternalistic influence and authority; (3) the advocate, who channels agency communication and influence to the client; (4) the servitor, who simply performs tasks for clients and implements agency decisions; and (5) the community change educator, who interacts effectively with both agency and clients. A hypothetical model indicates client group responses to these change agent styles over a time span, with emphasis on the concepts of dependence, counterdependence, independence, and interdependence. The author uses his home agency to illustrate positive and negative effects of change agencies on the functioning of change agents.

33. SELECTED URBAN PORBLEMS AND THE PUBLIC COMMUNITY COLLEGE. Hankin, Joseph Nathan. Columbia University, New York, N. Y. Ed.D.Thesis. Available from University Microfilms, Inc., Order Number 68-8980, price MF $3.50, Xerography $12.40. 271p. 1967.

This study posed some urban problems (categorized as housing, employment, and education) affecting junior colleges, and suggested how these colleges might act on the problems and whether, in fact, they were doing so. Questionnaires, interviews, and visits with faculty, administrators, and students at 21 colleges were used, and correspondence was held with universities, public officials, and others on problems of the 28 largest United States metropolitan areas. The study assumed that urban community colleges have an obligation to become agents or catalysts of social change. The newness of some urban community colleges, a deluge of student applications, lack of community response to offers of help, and lack of facilities and/or money were among the reasons the colleges gave for lack of involvement. The author felt that poor overall planning and conservative attitudes of administrators, faculty, students, and parents were also an inhibiting factor. Recommendations pertained to employing personnel for long range planning, institutional research, and other purposes, and to such matters as community oriented program planning and placement, developmental education, parent education, and use of college facilities by deprived groups.

34. CONTINUING EDUCATION AND COMMUNITY SERVICE IN MASSACHUSETTS. Haygood, Kenneth. EDRS Order Number ED 035 795, price MF $0.50, HC $6.35. 125p. April 1968.

This report was prepared at the request of the Higher Education Facilities Commission in order to provide background, a progress report, and recommendations for further action to those interested in the Massachusetts programs of continuing education and community service funded under Title I of the Higher Education Act of 1965. Among the materials examined were the Act itself and the regulations governing its administration; documents concerning the development of the program from the files for Fiscal Years 1966, 1967, and 1968; proposal summaries for those years; and other relevant background papers. Included in other reports studied are three by the U.S. Office of Education: (1) Federally Supported Community Service and Continuing Education Programs - A Five State Survey - (August 1967); (2) Inventory of Federally Supported Extension and Continuing Education Programs (March 1967); (3) In-Service Training of State and Local Officials and Employees (October 1967). A fourth report was prepared for the Massachusetts Higher Education Facilities Commission Projects in Massachusetts under Title I of the Federal Higher Education Act of 1965 by the organization for Social and Technological Innovation (November 1967).

35. ROLE OF THE UNIVERSITIES IN SOCIAL INNOVATION. REPORT OF A SEMINAR ON THE UNIVERSITY AND THE TRANSFORMATION OF SOCIAL AND POLITICAL INSTITUTIONS, Chicago, October 15-16, 1968. Iowa State University, Science and Technology, Ames, Center for Agriculture and Economics. EDRS Order Number ED 030 804, price MF $0.50, HC $3.25. CAED Report 33. 63p. 1968.

A seminar focused on the role of the land grant universities in an emergent and largely urban society. Papers were presented on: information needs of an urbanizing post-industrial society; minimum necessary elements to enable the university to meet the challenge; overcoming the constraints of the present university system; the role of the universities; strategies for involving the publics; and strategic choices confronting the university. After seminar "second thoughts" included a discussion of the role of the university as a resource not as an activist; of the turbulence of society caused by group politics, the failure of political control, and the malfunctioning of public opinion; of the need for colleges of agriculture to add a major human resource emphasis and become in effect Colleges of Rural-Urban Environments; and of the concept of the community as the client, which may provide for extension a base for a new blend of interdisciplinary and multidisciplinary research, teaching, and off-campus work. This can make the modern university and its public services more relevant to the problems of contemporary society.

36. COMMUNITY DEVELOPMENT. Proceedings of the Division of Community Development, 52nd Annual Meeting, National University Extension Association, April 22-25, 1967. Iowa University, Iowa City. Institute of Public Affairs. EDRS Order Number ED 012 879, price MF $0.25, HC $3.00. 58p. August 1967.

In papers presented at the 1967 meeting of the National University Extension Association, a university extension director, academic experts on community theory, regional and community affairs, and agricultural economics, and Federal administrators discuss issues and ideas affecting the role of higher education in helping to improve communities. The requisites for purposive social change are examined against the backdrop of complex social structures and rapidly changing social relationships and values. A hierarchical geographic model is set forth to illustrate a conception of urban growth and functions. Community development is viewed in terms of the kinds of leadership needed to help citizens meet economic and other problems that require group decision and group action. A proposed college-public service training program would engage students (mainly university undergraduates) in seminars, workshops, and practical service to the community, either during the school term or on vacation periods. Finally, two assessments of the outlook for community service and planning policy under Title I of the Higher Education Act of 1965 give evidence of both success and failure in developing comprehensive, interdisciplinary programs founded on the basic processes of social change.

37. HIGHER EDUCATION AND URBAN AFFAIRS. AN APPROACH FOR METROPOLITAN WASHINGTON. Jacobson, Elden. Washington Center for Metropolitan STudies, Washington, D. C. EDRS Order Number ED 028 753, price MF $0.50, HC $3.25. 63p. April 1969.

The paper is the keystone for a feasibility study of an extensive interuniversity program in Washington's inner city, and deals with ways in which effective use may be made of university-based resources to alleviate the massive, complex problems of urban life. The city is described as an ecosystem, containing large numbers of variables that interact with each other. Most traditional urban studies tend to treat each of these components as a self-contained activity and have proven to be inadequate. In the Washington metropolitan area, response to shifting complexities--such as race relations, urban planning, and the federal role within the District of Columbia--has been largely self-contained, drawing only sporadically upon the competence of local academicians. One possible alternative to the single-purpose approach is the "urban observatory" and its "satellites". The observatory would have an interdisciplinary core of scholars who would collaborate on research priorities and give continuity and direction to the course of action required to fulfill the desired interuniversity commitment to the city. From the satellites, located throughout the metropolitan region, information would flow to the central observatory, and through them, research and educational programming would be directed into the community.

38. A WORKING BIBLIOGRAPHY ON COMMUNITY DEVELOPMENT. Jantzen, Carl R and Ishino, Iwao. Michigan State University, East Lansing. Institute for Community Development and Services. 36p. December 1962.

Sections: general and theoretical works; selected case studies in change; and selected aspects of community development (action process, communications framework, and adoption practices).

39. METROPLEX ASSEMBLY. AN EXPERIMENT IN COMMUNITY EDUCATION. CSLEA REPORTS, 213. Johnson, Eugene I. Center for the Study of Liberal Education for Adults, Boston, Mass. Available from Syracuse University Press, Box 8, University station, Syracuse, New York $2.00. 64p. 1965.

Founded in 1958, the five-year Metroplex Assembly project demonstrated the use of television to help the people of Metropolitan St. Louis to reestablish a sense of community and to carry on an inquiry about fundamental values and issues related to the quality of urban life. The Assembly combined a weekly series of half hour telecasts on Station KETC, each treating a different aspect of a common theme or problem, with a network of informal viewing groups meeting in private homes, church halls, neighborhood centers, and elsewhere. After each telecast came an hour of discussion, then another half hour of televised panel discussion. Staff members at the Civic Education Center, Washington University selected themes, defined questions, produced the broadcasts, and recruited and trained leaders for the viewing groups. Implications were noted for effective future program planning and for education, social change, and individual development. The document includes program descriptions and television production procedures.

40. INNER CITY: THE UNIVERSITY'S CHALLENGE. Jones, Stanley L. In JOURNAL OF COOPERATIVE EXTENSION; v6 n3 p155-63 Fall 1968. 9p.

The Land-Grant College is characterized as not having fulfilled its original mission but, instead, of having triumphed in the field of farm technology. The author challenges the American university to use its resources to alleviate city conditions of tension, blight, and human decay-- a challenge far greater than that faced in relation to farm technology. According to the author there are four things a university should and must do: (1) stop teaching students to distrust the city, (2) develop programs in urban affairs, (3) produce teachers with the knowledge and insight required to handle education in America's ghetto schools, and (4) use research resources to investigate causes of and solutions for present city problems.

41. EXTENDING KNOWLEDGE TO THE PUBLIC, (IN THE COLLEGE OF AGRICULTURE). Kellogg, Charles E. and Knapp, David C. New York, McGraw-Hill, 1966 p184-210. 27p. 1966.

In addition to meeting the complex and specialized needs of commercial farmers, agricultural extension is concerning itself with agricultural service and processing industries, areas of socioeconomic need in rural and urban populations, and resource use and community economic development in urban and suburban areas. The extension services of most colleges of agriculture are also being coordinated with similar activities in other branches of land-grant universities as in community development and in problem-solving advisory services. These trends should not only be continued, but should also be reinforced by high standards for recruiting extension specialists, a fuller extension staff role in research, new programs of public affairs extension education, greater leadership in natural resource planning, inservice training for extension faculty, wider regional cooperation and information exchange, the use of interdisciplinary specialists to assist generalists and subject specialists, racial integration of extension staffs in primarily Negro land-grant institutions, and a sharing of professional knowledge with the university as a whole. Staff training should stress subject knowledge and guided field practice.

42. INSTITUTE FOR URBAN SERVICE AIDES. A Project of Georgetown University under Title I of the Higher Education Act of 1965. Kestenbaum, Sara. Georgetown University, Washington, D.C. EDRS Order Number ED 014 641, price MF $0.25, HC $0.95. 17p. February 1967.

Georgetown University, through a grant from Title I of the Higher Education Act, is establishing an institute for the continuing education of individuals of low socioeconomic status, who work as subprofessionals. These aides are currently employed in public and private social institutions. The goals of the program include providing a broad educational experience, developing permanent and new aide jobs, and promoting job mobility. There will be a one-year course of study, four hours a week, split into two two-hour sessions. Both the aides and their employers felt that the main educational needs of the aides were individual growth and development, and knowledge of the urban setting and group functioning. Some also saw a need for remedial courses in reading and mathematics and for instruction in recording, note taking, and public speaking. It is hoped that these aides will become leaders, translating neighborhood concerns into effective organization and expression.

43. SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. Volume 4, Number 1, 1968. Levi, Zojica and Mirkovic, Irene. National Science Foundation, Washington, D. C. Yugoslav Institute for Educational Research, Belgrade. EDRS Order Number ED 026 893, price MF $0.25, HC $2.75, 53p. 1968.

Included in this English translation of an annotated bibliography (represented as Volume 4, Number 1, 1968) are articles and books describing the history, development, reform, staff training, faculty, research projects, and various levels of the Yugoslav educational system. Curriculums and syllabuses, motivation techniques, polytechnical education, self-education, problems in education, hostels, management and financing, legislation, and education statistics are topics listed and there is a bibliography of Yugoslav works on adolescents.

44. AN ANNUAL REPORT OF THE URBAN INTERNSHIP PROGRAM-URBAN EXTENSION SERVICE CONDUCTED BY FLORIDA STATE UNIVERSITY'S URBAN RESEARCH CENTER DURING THE 1966-67 FISCAL YEAR. Long, Huey B. Florida State University, Titusville. Urban Research Center, Florida State University, Tallahassee. Institute for Social Research. EDRS Order Number 030 020, price MF $0.25, HC $1.85. 35p. 1968.

Florida State University's Urban Research Center serves a rapidly growing seven county area in east central Florida; under Title I of the Higher Education Act, the Center increased its service through a uniquely designed research-education program for public administrators, the purpose being to identify and alleviate community problems. The 2,000 participants included mayors, county and city commissioners, fire chiefs, businessmen, and educators. A major objective was to stimulate thinking and action about the desirability of continuing education of political leaders. A survey was made of educational interest among public officials; information was spread through the mass media and a newsletter; and conferences on Urban Exploration, Communications, and Recreational Facilities were held. A series of locally sponsored Community Development Seminars were led by three social science interns, who also were concerned in an educational, and a social planning, project in Brevard County. The cost of the programs averaged $13.00 per participant and $13,000 for the interns. Most of the programs were considered very successful.

45. CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA. Long, Huey B. Florida State University, Titusville, Urban Research Center. EDRS Order Number ED 011 639, price MF $0.25, HC $1.95. 37p. May 1967.

This study investigated continuing education activities and attitudes of 71 city officials (mostly male and middle-aged) in 7 counties of east central Florida. A questionnaire obtained data on regularity of educational activities, preferred methods, interest in education related to their duties, desired subject areas, organizations and institutions considered responsible, attitudes toward residential short courses, and perceived adequacy of the educational preparation for public office. Findings imply that appointed city officials attach greater value to such activities than elected officials, but interest in general is strong, particularly in courses on fiscal policy and management. However, limited programs and travel requirements with attendant loss of time make courses unattractive. Officials prefer that the Florida League of Municipalities and the Florida State University System assume responsibility for education. Regional education centers might provide a connection between the local region and the campus. A longitudinal study of these respondents and an in depth study of characteristics of participants and non-participants would be valuable, as would provision of experimental programs. The questionnaire is included.

46. EXPLORING THE GENERATION GAP IN LOUISVILLE. Louisville University, Kentucky. University College. Young Adults Workshops, July 1, 1967 to June 30, 1968. EDRS Order Number ED 023 117, price MF $0.25, HC $1.35. 25p. 30 June 1968.

The University of Louisville secured a grant through the University of Kentucky as the state agency for Administration of Title I of the Higher Education Act of 1966 in Kentucky to fund a series of young adult workshops sponsored by the Urban Studies Center and University College in cooperation with the Louisville Area Council of Churches and the Louisville Young Adult Project. The workshops' purpose was to expose key persons to contemporary urban problems so as to become actively involved in positive, constructive organization efforts to effectively cope with contemporary urban problems. By means of a sequence of weekend workshops, 60 clergy and other private organization staff personnel, 60 church and other community organization nonstaff key teachers, and 60 young adults identified as potential leaders were (1) to become aware of, and sensitive to forces of contemporary urbanization, (2) to become acquainted with persons and institutions involved in efforts to cope with the problems of urban life, (3) to become more effective in stimulating responsible participation by community residents under 30 years of age in community organizational efforts to cope with contemporary urban problems.

47. THE ROLE OF THE UNIVERSITY IN STATE CHANGE: PERCEPTIONS OF THE PUBLIC SERVICE FUNCTION IN THE PACIFIC WEST COAST REGION. Martin, Doris Ellen. University Microfilms, Order Number 64-8611, price MF $3.00, Xerography $8.00. Ed.D.Thesis. 173p. 1964.

This project examines aspects of the public service responsibility of four state universities -- California, Hawaii, Oregon, and Washington; it identifies the role and responsibility of the university in state change as perceived by general extension administrators, deans and administrators, and status leaders outside the university. Interview data were analyzed in terms of perception of role and responsibility of the university, restrictions in the implementation of this perceived role, responsibility of others in state change, and university-state communication of needs. Major findings indicate: an accurate recognition of current state problems; a university role and responsibility in state change which was established as part of the institution's public service function; three university functions ranked as teaching, research, and public service; an administratively wide diffusion of action programs which implement university role perception; considerable variation of opinion concerning the general extension role in state change; some restricting factors operating against implementation of university role; some countervailing factors operating for implementation of university role; and future development of public service function of the universities.

48. TITLE I OF THE HIGHER EDUCATION ACT OF 1965; ANNUAL AMENDMENT TO MASSACHUSETTS STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1970. Massachusetts Board of Higher Education, Boston. EDRS Order Number ED 034 155, price MF $0.25, HC $0.70. 12p. 1969.

This annual amendment to a Federally funded Massachusetts state plan for community service and continuing higher education concentrates on the improvement of local government. Suggested means include cluster committees for each of four key problem areas (environmental control, health and welfare, economic opportunity, education); development of partnerships, for funded projects, between higher educational institutions and the respective communities served; and improved information processing services. Guidelines for cooperative planning by cluster committees, partnerships, and the State Agency for Title I are laid down, followed by criteria for selecting program proposals and by administrative assurances as to the soundness of the amendment.

49. EVALUATION, RECREATION CONSULTANT SERVICE AND WORKSHOPS. McChesney, James C. and Peterson, James A. Eastern Kentucky University, Richmond. 12p. June 1967.

The Title I Higher Education Project conducted by the Recreation Consultants Service of Eastern Kentucky University included four workshops and consultant services to communities concerning development of recreational centers, methods of finance and operation, rural areas, and senior citizens. At a Community Recreation Workshop, 46 community leaders determined needs for consulting Youth aides, lifeguards, playground leaders, and State Park recreation leaders were trained in water safety, craft projects and games, and leadership. A directory of recreational personnel was compiled. An evaluation of the project was favorable and included the recommendation that the four universities of Kentucky represented on the Council of University Recreation Education consider jointly supporting a consultant for the entire state.

50. THE ECONOMIC ASPECTS OF URBANIZATION, ECONOMIC CONSIDERATIONS IN COMMUNITY ACTION. Kansas State University Short Course Series in Planning and Development, 2. McGraw, Eugene T. Kansas State University, Manhattan, Division of Continuing Education, Center for Community Planning Service. EDRS Order Number ED 016 179, price MF $0.25, HC $2.60. 50p. April 1967.

Statistical data and projections on population, employment, and income in Kansas, as reported in 1966 by the Kansas Office of Economic Analysis, underline the fact that Kansas is changing from a largely agricultural economy to a manufacturing-centered, urban-oriented economy. However, the anticipated pattern of economic growth and development is still somewhat uneven and not entirely healthy. An examination of certain components of urban change and development--population distribution, socioeconomic and political characteristics, physical facilities, and the flow of goods and services--in terms of the basic-nonbasic concept of the urban economic base suggests that basic support industries serving the population outside a given urban area are vital to the economic stability of the towns and medium-sized urban centers of Kansas. Thus, the concept of urban confederations, aided by adequate means of transportation and coordinated employment services, as a means of preserving and stimulating diversified regional economies may be of value to individual communities facing the complex problems created by diminishing economic activity.

51. THE PHYSICAL ASPECTS OF URBANIZATION, PHYSICAL CONSIDERATIONS IN COMMUNITY ACTION. Kansas State University Short Course Series in Planning and Development, 5. McGraw, Eugene T. Kansas State University, Manhattan, Division of Continuing Education, Center for Community Planning Service. EDRS Order Number ED 016 182, price MF $0.25, HC $1.65. 31p. April 1967.

Part of a Kansas State University series on community planning and development, this monograph describes and defines the nature of urban centers as physical entities. Basic land use categories and subdivisions, functional classifications of communities in the United States (manufacturing, retail, wholesale, diversified, transportation, mining, university, resort and retirement), and basic urban forms (concentric zones, sectors, multiple nuclei, linear form) and composities thereof, marked by varying patterns of commercial, industrial and residential development, are presented as a framework for analyzing the physical characteristics and needs of communities. The physical and socioeconomic causes of urban blight are then discussed, together with the problem of evaluating blight and correcting it. The author concludes that, in order to meet existing physical needs and provide for future generations, American cities must have prompt and effective government assistance, financial and otherwise, at all levels.

52. NEW YORK UNIVERSITY'S HARLEM SEMINARS. Miller, Harry L. New York University, School of Continuing Education. EDRS Order Number ED 014 652, price MF $0.25, HC $1.05. 19p. November 1967.

In 1966-1967, New York University's School of Continuing Education conducted discussion groups in Harlem in child development, consumer and educational problems, and Negro history, to test the feasibility of extending university informal adult education into the poverty areas of New York. The instructors (four Negroes and two whites, all with advanced degrees) were aided by six instructional assistants, indigenous personnel who recruited participants through personal contact. Seminar participants were mostly women, unskilled, and with less than high school education. Only a small number attended sessions regularly. Results suggest that extension of an urban university into the minority ghetto can serve as a connecting link between the dominant culture and the excluded underclass. However, such a program must be heavily subsidized if it is to have the visibility necessary to its symbolic role. A series of eight to ten session seminars is recommended, on the topics of the child and the family, education and the school, Negro history and the civil rights movement, community action, and New York politics and government. Participants should be encouraged to enroll in the entire series and receive a certificate upon completion. The project director should be a Negro with an integrated instructional staff.

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53. INFORMAL EDUCATION: THE RURAL PRECEDENT AND THE URBAN CHALLENGE. Miller, Paul A. Prepared for the 4th HEW Forum, January 17, 1968. EDRS Order Number ED 030 030, price MF $0.25, HC $0.80. 14p. 1968.

For the university to be of service, it must be attuned to urban life. Some educators have suggested that a special chain of urban grant universities could reproduce in the cities the success of the landgrant colleges with rural society. The question is: Is the rural precedent really pertinent to contemporary urban needs? Analogies from urban problems to rural problems will not easity give us the methodology necessary for improving the quality of urban life. The rural precedent, however, teaches us something of the need we have of a design for urban development. The community, itself, has become the classroom; and thus a new conception of community education may be evolving.

54. THE UNIVERSITY AND ADULT EDUCATION (Title supplied). (Excerpts from an address presented at a conference on extension activities, University of Rhode Island, Kingston, October 25, 1966.) Miller, Paul A. New England Center for Continuing Education, Durham, New Hampshire. Occasional Papers, 1. EDRS Order Number 011 618, price MF $0.25, HC $0.50. 8p. October 1966.

Two forces are colliding in the life of the American university today -- historic sentiment, nurtured by the faculty, and the pressure of public affairs which administrators have had to accommodate. Adult education is at the point of impact and the basic questions about the role of the university necessary to meet the issue have not been raised. One of the most exciting ideas in higher education is the consortium. The regional center being developed in New England could become a model laboratory for a regional faculty of adult education which would relate institutions, conduct basic research, prepare graduate students, and teach adults. Title I of the Higher Education Act will be a source of funds but careful planning is imperative. A comradeship between Cooperative Extension Service and General Extension would extend resources by melding their expertise in methodology and philosophy. Finally, the presidents and trustees of institutions must realize that continuing education of adults is as vital as the education of adolescents. This function must be part of the normal budget of the institution, much like research and teaching, not an expendable extra.

55. COMMUNITY DEVELOPMENT AS A VEHICLE OF UNITED STATES FOREIGN AID. Miniclier, Louis. In COMMUNITY DEVELOPMENT JOURNAL; v4 n1 p18-12 January 1969.

The first specific legislative language supporting community development as a vehicle of foreign aid appeared in the Foreign Aid Act in 1962. The rise and fall of support were due partly to the attitudes of successive presidents. In the passage of the 1966 Foreign Assistance Act, the United States Congress acknowledged the significance of political development and popular participation as an integral part of development.

56. SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS. THE ARIZONA REPORT. Moore, Harold E. and Schufletowski, Charles. Arizona State University, Tempe, College of Education EDRS Order Number 015 031, price MF $0.50, HC $5.30. 104p. January 1965.

A study of educational needs of migrants was conducted from September through December, 1964, in Arizona, Colorado, New Mexico, and Texas. This report, concerned with the Arizona study, identified the most complicated problem as the lack of coordinated attack on migrant social, economic, health, and educational relationships by local, state and federal agencies. After the survey of state problems, two Maricopa County communities were selected to provide more specific data. Employment problems identified include: (1) Changes due to the discontinuation of the Mexican Bracero Program, (2) Dormitory versus family housing units and sanitation conditions, (3) Low wages, (4) Poor diets, consisting mostly of carbohydrates and lacking in proteins, and (6) Alcoholism and its effect on job performance. Current programs surveyed were the migrant family health clinic, the migrant ministry, a dental mobile field clinic, a training program in home economics and some public school programs.

57. HIGHER EDUCATION AND COMMUNITY SERVICE. THIRD ANNUAL REPORT. National Advisory Council on Extension and Continuing Education. United States Office of Education, Washington, D.C.Sponsor. EDRS Order Number ED 031 687, price MF $0.25, HC available from Superintendent of Documents, U.S.Government Printing Office, Washington, D. C., Number 344-845 (2100). 34p. March 1969.

The National Advisory Council on Extension and Continuing Education was established under Title I of the Higher Education Act of 1965 for the purposes of giving advice to the Community Service and Continuing Education Program and reviewing the administration and effectiveness of all Federally supported extension and continuing education programs. This third annual report of the Council reviews the administration of the Community Service Program; summarizes the National Council's study of the total Federal effort in supporting adult education; and presents recommendations. It is reported that the

Community Service Program has encouraged State and local officials to join with colleges, universities, and community leaders in making significant contributions to the solution of community problems. The lack of staff and funds, however, has delayed the accomplishment of the National Advisory Council's responsibility to evaluate all federally supported extension and continuing education programs. Among recommendations from the Council are: that it be provided with a full-time director and other personnel and funds needed to fulfill its responsibility and that Congress study the indirect cost rates for all federally supported extension and continuing education programs in order to establish a consistent fiscal policy.

58. THE URBAN CRISES: WHAT IS UNIVERSITY EXTENSION DOING? National University Extension Association, Minneapolis, Minnesota. In THE NUEA SPECTATOR; v34 n3 p5-12; February/March 1969.

This report briefly describes the activities being undertaken by universities to aid in the solution of urban ills. Such programming includes: comprehensive planning and community development, urban development, law enforcement, training of teachers and urban professionals, housing, health and consumer education, and the problems of youth.

59. NEW DIMENSIONS IN COMMUNITY DEVELOPMENT. Proceedings, Division of Community Development Annual Meeting, 51st; National Extension Association, Albuquerque, New Mexico. July 22-27, 1966. NUEA, Washington, D.C., Division of Community Development. Iowa University Institute of Public Affairs, Iowa City. EDRS Order Number 010 680, price MF $.50, HC $3.90 76p. 1966.

Conference proceedings on the role of university extension in community development outline principal issues and current projects of the Division of Community Development of the National University Extension Association. Adult education is discussed, as related to implementation of community development proposals under Title I of the Higher Education Act of 1965. A University of Oklahoma plan for comprehensive, interdisciplinary urban extension work in Tulsa is described, as is a Michigan State University program design for university involvement in solving human relations problems on the community level, community development activities of West Virginia University through the Appalachian Center, and Southern Illinois University and University of Wisconsin training programs for Office of Economic Opportunity staff. Suggests the prospects and directions of university-based community development programs.

60. COMMUNITY SERVICES AND CONTINUING HIGHER EDUCATION. New York State Education Department, Albany. Division of Higher Education. 24p. 1969.

This report reviews 15 selected community service programs of the 45 funded in New York State under the Higher Education Act, Title I during 1966 and 1967; programs in these years were characterized by a diversity which served to dissipate the meager resources. These projects were operated by 10 institutions: one public and two private universities, two public and two private four-year colleges, one public four-year contract college at a private university, and two public two-year colleges. They were addressed to such problems as: training of state and local officials, law enforcement officials, union leaders, antipoverty educational leaders, and building inspectors; drug abuse; regional planning; and testing and counseling the intellectually able among the socially neglected.

61. SPECIAL PROGRAMS UNDER TITLE I HIGHER EDUCATION ACT OF 1965, August 1966, October 1967. Final Report. New York State University, Farmingdale, Agricultural and Technical College. EDRS Order Number ED 015 393, price MF $0.25, HC $0.65. 11p. 1967.

In 1966, the state University of New York at Farmingdale developed three noncredit daytime programs in education for community service. Gateway to Careers for Women, a 15-session workshop, provided field assignments, jobfinding skills, and counseling. New Horizons for Later Years was a 10-session program for older men and women preparing for retirement. Medicare-Aide Training Program provided a ten-session workshop to train men and women as paid or volunteer nurses aides. All programs involved guest speakers, field trips, films, new techniques in group guidance, and creative teaching materials. Attendance was well above average for adult education programs. Some of the participants received tuition grants and transportation stipends. Instructors included a nurse, a social worker, and three assistant instructors working in a team teaching situation. Community involvement exceeded expectation and media coverage was extensive, the greatest response coming from newspaper articles. Requests for materials and information have come from many organizations and individuals, and the staff have been involved in related conferences, programs, and advisory groups. During the 1967-68 academic year, an expanded curriculum will provide training for nurses aides, leaders, hard-core unemployed women, and teachers aides.

62. SPECIAL PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965 AT THE CENTER FOR COMMUNITY EDUCATIONAL SERVICES, STATE UNIVERSITY OF NEW YORK AT FARMINGDALE (JULY 1967 - DECEMBER 1968). FINAL REPORT.

New York State University, Farmingdale, Center for Community Educational Services. Available from Center for Community Educational Services, State University of New York at Farmingdale. 19p.

During 1967-68, the Center for Community Educational Services at the State University of New York at Farmingdale managed several programs (under a Title I grant of the Higher Education Act of 1965) designed to facilitate job information and opportunities for women on Long Island. These programs, which were successful in reaching their limited goals, included: (1) workshops on leadership training for women's programs; (2) employment opportunity workshops for poverty and/or welfare mothers; (3) production and distribution of a directory of educational opportunities of special interest to women on Long Island; and (4) a gericare aide training program.

63. THE UNIVERSITY IN URBAN DEVELOPMENT, Niebuhr, Herman, Jr. Paper presented at Wayne State University Centennial Symposium on "The City as Environment," Detroit, Michigan. EDRS Order Number ED 024 321, price MF $0.25, HC $1.15. 21p. 16 November 1967.

The basic issue of the university's role as a pluralistic enterprise with responsibilities to the academic and outside communities has been settled, only the terms of the social contract continue to be refined. A balance must be found among conflicting sets of pressures generated by the pace of change and the growing tendency to regard all events and phenomena as interrelated. These two central forces have stimulated other pressures to plan for public services and manpower needs and to devise means to handle increased individual participation in social affairs. The promise and threat within these trends provide the context for evolving dimensions of the urban university. So far, academia's response to urban needs has been meagre; pertinent research is lacking, faculty is unconcerned, the curriculum is fragmented and unrelated to city problems, adequate adult education is unavailable, and little support is given to experimental programs. To end this neglect, the university must view itself as a social institution whose role has always been that of a manpower development agency. Present organizational structure would have to be modified to coordinate and utilize knowledge generated by different disciplines. Problems will arise in revising the recruiting and reward systems, integrating academic programs and assuming political risks. A new constituency demanding attention and providing an area for cooperative ventures is the residential community surrounding urban universities. Through involvement with the city, the university can help create better urban citizens and more vital educational institutions.

64. LISTENING GROUPS, MASS MEDIA IN ADULT EDUCATION. Ohliger, John. Center for the Study of Liberal Education for Adults, Boston. EDRS Order Number ED 014 038, price MF $0.50, HC $4.40. 86p. 1967.

The author examines listening group projects in over 30 countries since the 1920s. The historical study and the review of research deal with purposes and outcomes of projects, clientele, broadcasts and supplemental printed materials, methods of group organization, methods of post-broadcast discussions, group leadership, and feedback. Direct and related research is evaluated in terms of the conclusion that such groups can spread the learning of factual material, help develop desired attitudes, increase interest in public affairs, affect motivation toward group and individual action, and contribute to more direct democracy. Other research findings suggest that projects need a substantial staff of field organizers, and that listening groups attract clientele of lower economic and educational attainment than the typical participant in adult education. Special emphasis is placed on early efforts of the British Broadcasting Corporation, America's Town Meeting of the Air, Canada's National Farm Radio Forum, and the many projects of UNESCO in underdeveloped areas. (This document is a revision and adaptation of a doctoral dissertation presented to the University of California at Los Angeles.

65. EDUCATION: AN ANSWER TO OKALHOMA'S COMMUNITY PROBLEMS (TITLE I HIGHER EDUCATION ACT OF 1965). Oklahoma University, Norman. Available from State Agency for Title I, Higher Education Act of 1965, University of Oklahoma, 1700 Asp Avenue, Norman, Oklahoma 73069. 21p. 1968.

This document maps the locations and briefly describes the programs undertaken in Oklahoma under Title I of the Higher Education Act of 1965, PL 89-329, which provides for grants to colleges and universities for community service programs. Nineteen of the state's 35 institutions of higher education have participated. Programs have been developed in such areas as job training, neighborhood improvement, youth programs, recreation, health, and employment.

66. WORCESTER CENTER FOR COMMUNITY STUDIES: FINAL REPORT, NOVEMBER 1968. Olson, Philip. Worcester Center for Community Studies, Massachusetts. 9p. November 1968.

The Worcester Center for Community Studies is a newly created consortium of academic talent drawn from the local colleges and universities in the Worcester area. It came into being in early 1967 and was given impetus by the award of a grant from the Higher Education Facilities

Commission under Title I of the Higher Education Act of 1965. The major objectives of the Center have been to bring relevant talent, particularly in the areas of social science, from local colleges into contact with organizations and agencies--both public and private--located in Worcester and directed toward solving community problems. The five major activities undertaken during its first year and a half of existence are: the director's activities; the Voluntarism Project; a housing conference; a data center; and a neighborhood leadership training project.

67. THE ROLE OF THE UNIVERSITY IN COMMUNITY DEVELOPMENT. Pulver, Glen C. and others. Missouri University, Columbia, University Extension Division. EDRS Order Number ED 029 588, price MF $0.25, HC $2.25. Papers presented at the Mid-Continent Conference, University of Missouri, Columbia, January 12-14, 1969. 43p. 1969.

These papers on community development concentrate on problems of communication in Milwaukee and the broadly based urban extension response of the University of Wisconsin; differing concepts of community development; the need for greater university commitment to the challenging, highly complex task of adapting the community development idea to American urban settings; and the service role of state universities as illustrated by the community development activities and master's degree program of the University of Missouri.

68. THE PRATT CENTER FOR COMMUNITY IMPROVEMENT; A UNIVERSITY URBAN ACTION PROGRAM. Raymond, George M. and Shiffman, Ronald. Pratt Institute, Brooklyn, New York. EDRS Order Number ED 028 345, price MF $0.25, HC $0.80. Document Reprinted from Pratt Planning Papers, January 1967. 14p. 1967.

The Pratt Center for Community Improvement was founded in Brooklyn in 1963 by Pratt Institute. Its aim was to help equalize the knowledge level of city and community representatives concerning issues in urban renewal, and to gain the confidence of local residents and enhance their participation in decision making. Participant education and technical assistance, local and city-wide conference, a survey of Stuyvesant Heights, a vest-pocket park program, and steps toward a Model Cities program have been among the principal activities to date (1967). The chief result has been that, of all New York City ghetto areas, Bedford-Stuyvesant is the one most ready to receive a Model Cities program. Results have also underlined the importance of consistency of purpose, comprehensive goals, community organization, political neutrality, flexibility in rate of progress and in funding, concentration on operational rather than basic research, improved communication with the municipal bureaucracy, and the special position of the Center within Pratt Institute and in relation to city departments.

69. URBAN AFFAIRS ACTIVITIES SPONSORED BY COLLEGES AND UNIVERSITIES: AN INVENTORY OF CURRICULA, RESEARCH, AND EXTENSION IN THE BALTIMORE REGION. Regional Planning Council, Baltimore, Maryland. Johns Hopkins University, Baltimore, Maryland, Higher Education Council on Urban Affairs. Available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151, Order Number PB-177-806, price MF $0.65, HC $3.00. 48p. November 1967.

From the 24 institutions of higher learning in the Baltimore Region, 20 report one or more activities in the field of urban affairs. In all, about 350 activities were reported, including a summarized list of individual consultative services from the Johns Hopkins University. Over 100 research projects dealing with urban problems were reported. Curriculums include training for urban-type jobs (nursing, mental health technician, social service assistant), as well as the courses in urban affairs or problems. The job training programs are better represented than the academic courses relevant to urban affairs. The bulk of the extension services are individual consultative services. Few, indeed, are the "programs" identifiable as extension. The new health complex at Essex Community College is an example of a program which combines research, extension, and curriculums. The survey shows that very few of the current programs embrace the three types of activity.

70. ISSUES IN TRAINING THE NEW NONPROFESSIONAL. Riessman, Frank. New York University, New York. EDRS Order Number ED 011 901, price MF $0.25, HC $1.70. 32p.

The guidelines that are presented in this model for training nonprofessionals for jobs in the field of human services are based on a "New Career" concept, where the job itself provides motivation for further development through training, upgrading, and education. Special emphasis in developing training programs is given to the recruitment of senior trainers("Trainers of Trainers") from non traditional sources, the specialized training required by these trainers, and the kind of knowledge they need to have about nonprofessional trainees. Specifically discussed in these guidelines are the recruitment and selection of trianees. Recommended training methods include on-site training, brief preservice orientation in a "protected" base, a phased program and systematic inservice, job-related training conducted in teams or groups. Some of the suggestions are illustrated by reference to the experiences of the Lincoln Neighborhood Service Center in New York City.

71. LOCAL GOVERNMENT TRAINING PROGRAMS, PROBLEMS, AND NEEDS IN IOWA. Riggenberg, Clayton. Iowa University, Iowa City. Institute of Public Affairs. EDRS Order Number ED 032 475, price MF $0.50, HC $4.15. 81p. 1968.

A report, providing guidelines for the Iowa State Advisory Council, deals with inservice training and the role of Title I in providing educational programs. Part I discusses the need for inservice training for local government officials, lists available education and training programs, points out major training gaps, and makes suggestions for strengthening such programs. Part II discusses progress and problems under the Iowa Community Services program and poses policy questions for the State Advisory Council, the administrators of the program, higher education officials, and community officials and leaders. Part III is a progress report on surveys and field work; it summarizes data on the personal and educational backgrounds of 1,600 persons in advisory and managerial positions and presents their views regarding their inservice training needs. The 1969 plans of the Institute of Public Affairs are also outlined.

72. PROFESSORS OF THE CITY. Roberts, C. J. In THE NUEA SPECTATOR; v34 n3 p17-23, February-March 1969.

"Professors of the City" is an experimental cooperative program developed by the University of Tulsa and three other universities in Oklahoma and designed as one approach to urban problems. Faculties of participating institutions have worked on a full time basis in developing courses and counseling needed to work with community agencies and other local groups dealing with problems of communications-information, neighborhood leadership training, housing needs, youth opportunity, and public health services in three sub-communities of Tulsa.

73. A PROPOSAL FOR THE ADULT EDUCATION AND COMMUNITY SERVICE RESPONSIBILITY OF COLBY COMMUNITY JUNIOR COLLEGE. Sanders, James Carroll. Kansas University, Lawrence. University Microfilms, Order Number 68-17,499, price MF $3.00, Xerography $9.90. Ed.D.Thesis. 220p. 1968.

This study was undertaken to assess the adult education and community service responsibility of Colby Community Junior College, Kansas. A survey was made of pertinent literature, followed by questionnaire surveys of 64 similar public junior colleges in Kansas and five nearby states and of 200 adults residing in the community. The proposed program was to provide for determination of the need for educational services, stimulation of broad interest and participation, freer access to college facilities by individuals and groups, general job placement and adult counseling services, reciprocity of resources between the college and the community, publicity and promotion, joint responsibility with other groups and agencies, and program evaluation. These were among the conclusions: (1) evaluation results and proposed program revisions should be reviewed annually by the governing board; (2) Kansas community junior colleges should seek legislation that recognizes adult education and community service as a public responsibility; (3) junior colleges should promote adult educational and community service program research.

74. THE POLITICAL ASPECTS OF URBANIZATION, POLITICAL CONSIDERATIONS IN COMMUNITY ACTION. Kansas State University Short Course Series in Planning and Development, 4. Schultze, William A. Kansas State University, Manhattan, Division of Continuing Education, Manhattan, Center for Community Planning Service. EDRS Order Number ED 016 178, price MF $0.25, HC $1.95. 37p. April 1967.

Part of a Kansas State University series on community planning and development, this monograph discusses the role of politics (here defined as the means by which conflict among diverse goals and methods are resolved or accommodated in society) and government (any institution that formally enacts and administers the rules of society) in community action. The group theory of politics, which stresses the importance of contending groups, individuals, and interests rather than that of the individual citizen, is set forth. Divisive and integrative forces at work in urban and urban affected areas are then examined in the light of this theory. In the realm of municipal government, three basic aspects of the current legal status of Kansas cities are discussed--relationships between state and local units (including provisions of the Home Rule Amendment), permissible forms of local government, and municipal boundaries. Problems of multiple governmental jurisdiction are considered, together with specific metropolitan schemes adopted by Toronto, Los Angeles, and Miami.

75. TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. EVALUATION REPORT. Scientific Resources, Inc.,1191 Morris Avenue, Union, New Jersey. 55p. October 1966.

In Elizabeth, New Jersey, where the socially disadvantaged live in high density housing, Scientific Resources Inc., recruited and trained eight indigenous people to serve as adult educational aides in a six-month project designed for the New Jersey Community Action Training Institute. Six aides, aged from 18 to 48 with ninth grade to college education, completed the training and four were immediately employed in poverty programs. The training program included field work, T group sensitivity training, clerical skills training, and creativity training based on theater arts, and a community newspaper. Although problems were encountered, the program illustrates that the disadvantaged, when trained, are an excellent untapped source of poverty personnel. Future programs should locate training centers in store fronts, involve professionals and nonprofessionals in joint training seminars, pay higher stipends to aides, be flexible to use all community agencies, and carry on continuous evaluation.

76. COMMUNITY DEVELOPMENT IN URBAN AREAS: A SUMMARY OF PERTINENT JOURNAL ARTICLES AND BOOK CHAPTERS. Shiner, Patricia and others. Missouri University, Columbia. School of Social and Community Services. Available from The Department of Regional and Community Affairs, School of Social and Community Services, University of Missouri, Columbia, Missouri 65201. 81p. 1969.

77. MID-CAREER EDUCATION FOR URBAN ADMINISTRATORS: PATTERNS AND POTENTIAL. Smith, L. L. EDRS Order Number ED 029 219, price MF $0.25, HC $1.05. A paper prepared for the 1969 National Conference of the American Society for Public Administration. 19p. [1968].

Mid-career education of local city administrators is necessary to meet complex and changing urban needs, and to make intelligent use of available technicians and specialists. The National Institute for Public Affairs sponsored three studies of such educational need in Detroit, Berkeley, and Syracuse, which resulted in the philosophy that mid-career programs should provide a general and interdisciplinary approach for understanding of the metropolitan community. The Syracuse University program conducted in 1967, and repeated in 1968, was attended by 45 public administrators from five upstate metropolitan areas. The program was conducted over a four-month period, involving two one-week in-residence training periods at both ends of the session. The first phase consisted of lectures, discussions, and workshops in preparation for analysis of the metropolitan area, which occupied the following two months. The resulting papers were discussed in the last residential week.

78. THE TRIPLE TWO PROJECT. Final Report of a Project Under Title I of the Higher Education Act of 1965. Spracklen, Marvin S. Kearney State College, Nebraska. EDRS Order Number ED 019 554, price MF $0.25, HC $1.30. 24p. May 1967.

The Triple Two Project (1966-67) was designed to determine needs perceived in south central Nebraska for programs of community service or continuing education and to examine Title I of the Higher Education Act of 1965 as it might relate to them. Twenty-seven communities were chosen as conference areas and divided into three categories by population (10,000 and over, 2,500 to 10,000, and under 2,500). Community lay leaders, local government officials, and Kearney State College educators participated. Community reports and reports from county agents revealed needs relating to local government, housing problems, community leadership, problems of working mothers, health, recreation, and yough opportunities and employment. Specific needs most often voiced, which could be further developed under Title I, were for police schools, training of local governing boards, communication, leadership training, and community workshops on recreation and on services to youth.

79. MASSACHUSETTS BY TV ASSEMBLY; A COMMUNITY EDUCATION PROJECT OF UNIVERSITY OF MASSACHUSETTS, BOSTON. FINAL REPORT. Starr, Emil. 34p. [1968].

Using educational television station WGBH along with viewing groups engaged in group discussion, this project sought to develop a communications net work among community leaders and citizens in Greater Boston and eastern Massachusetts. A related aim was to involve local opinion leaders from low and middle income groups. For organizing purposes as well as optimum use of staff, Greater Boston was divided to produce a broad cross section of ethnic, racial, religious, and income groups; and about 250 local "viewing posts" were set up. One guiding assumption was that participation would be enhanced by peer group, homogeneous settings. Documentaries and panel discussions on law and order, citizen action, and other issues were accompanied by provisions for telephone and questionnaire ("opinion ballot") feedback. Programs were well received, especially by the poor and nonwhites. It was generally agreed that the discussion materials should be briefer, or divided into two sets of materials. Only a few persons used the reading lists, and few completed the opinion ballots. A major attitude change lay in greater understanding by whites of the dynamics of black protest.

80. A SUMMARY OF ACTIVITIES IN TENNESSEE UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. SECOND PROGRESS AND EVALUATION REPORT. Tennessee University, Knoxville, State Agency for Title I. EDRS Order Number ED 027 461, price MF $0.75, HC $6.55. 125p. November 1968.

An evaluative and historical report is presented of 38 university extension programs proposed in Tennessee during Fiscal Years 1966, 1967, and 1968, under Title I (Higher Education Act of 1965), together with a list of 13 programs completed prior to June 30, 1967. The University of Tennessee, East Tennessee State University, Memphis State University, Tennessee Technological University, and 14 other colleges and universities are represented by a total of 87 program involvements in such areas of community action and service as professional continuing education, leadership training and updating of municipal officials, identification of community problems, public health education, urban planning and development, law enforcement, regional economic development, youth opportunities, guidance and counseling, and training in adult education. Recommendations and explanatory comments on scheduling of Federal appropriations, new sources of revenue, development of institutional capacity, problem identification, program development and activity, communication with adult lay leaders, evaluation procedures, and indirect cost determination are offered by the State Agency for Title I as a plan for future action.

81. TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Tennessee University, Knoxville. EDRS Order Number ED 018 717, price MF $0.50, HC $4.10. 80p. May 1966.

This five-part brochure contains the Tennessee State Plan for a coordinated statewide adult education program implementing Title I of the Higher Education Act of 1965. The University of Tennessee will administer the program under advisement of a state council representing the State Board of Education, private and public institutions of higher education, business, industry, labor, the State Department of Education, and civic associations. Programs will be proposed and conducted by universities and colleges in Tennessee and fall within such broad areas as education for school board members, community economic development, and health problems. Part I outlines the administrative structure including such matters as academic, fiscal, and operational control. Parts II and III are amendments identifying specific programs and allocating funds for fiscal years 1966 and 1967. Part IV, the 1968 amendment, includes a report on a research project demonstrating means of identifying community needs and methods of stimulating communication between university staffs and community leaders. Problems in such matters as employment, housing, and land use are outlined. Anticipated budget and priority programs are listed. Part V exhibits correspondence authenticating the Plan and appointments.

82. PATTERNS OF ADULT EDUCATION: A COMPARATIVE STUDY. Ulich, Mary Ewen. Available from Pageant Press, Inc., 101 Fifth Avenue, New York, New York 10003. 1965.

The history of adult education in Denmark, England, Germany, and the United States is presented and compared. Adult education operates through a variety of institutions outside the public school system and universities proper. It is voluntary and primarily appeals to people who have not had advanced formal education. Various stages of development have been identified. During the first stage, religious and philanthropic societies or individual philanthropists organized adult education schools. Specific educational enterprises were created out of genuine desire to better conditions of the less privileged during the second stage of development, but were still controlled from above. The third stage saw people actively planning their own education. Adult education reflects the social conditions in each country and the particular stage of development can be revealed by the program and content.

83. WASHINGTON STATE ANNUAL PROGRAM PLAN AMENDMENT, FISCAL YEAR 1968, TITLE I, HIGHER EDUCATION ACT OF 1965. SECTION 10. Washington. State Department of Commerce and Economic Development. EDRS Order Number ED 018 734, price MF $0.25, HC $0.80. 14p. 28 June 1967.

Section 10 of the Washington State Program Plan Amendment, fiscal year 1968, to the state plan for Title I of the Higher Education Act of 1965 consists of a submittal statement touching on program development and coordination and on the selection of pertinent community problems, a program statement (including a list of specific programs) stressing several rural and urban problem areas, and detailed explanations of the proposed alternative program and administrative budgets for fiscal year 1968.

84. UNIVERSITY EXTENSION AND URBAN PROBLEMS: REPORTS FROM A LAND-GRANT COLLEGE AND A PRIVATE UNIVERSITY. Weigman, Eugene and Funk, Frank. In THE NUEA SPECTATOR; v34 n4 p4-8 April-May 1969.

These two reports describe the involvement of Federal City College (Washington, D.C.) and Syracuse University (Syracuse, New York) in metropolitan problems through their programming in community development, planning, and extension education.

85. THE COMMUNITY PLANNING PROCESS. Kansas State University Short Course Series on Community Planning and Development, 6. Weisenburger, Ray B. Kansas State University, Manhattan, Division of Continuing Education, Center for Community Planning Service. EDRS Order Number ED 016 181, price MF $0.25, HC $2.05. 39p. April 1967.

Part of a Kansas State University series on community planning and development, this monograph discusses the stages in the preparation and implementation of comprehensive urban schemes. First of all, social acceptance, economic feasibility, political responsibility, and environmental satisfaction are vital to successful planning. Organization for planning calls for a recognition of needs, creation and approval of a legal planning document, formation of a planning commission, recruitment of a professional planner, and local or Federal funding. The preparation stage entails setting and refining goals and objectives, conducting a thorough community survey and analyzing the results, and devising such means as zoning regulations, official maps, and capital improvement programs to carry out the plan. Provisions must be made for land use, community facilities, public utilities, transportation and circulation, park recreational, and open space, and rejuvenation of the central business district. Broadly based cooperation and support, periodic review and revision, and long range financial planning are needed to keep the plan in operation.

86. IMPLEMENTATION OF TITLE I OF THE HIGHER EDUCATION ACT OF 1965 IN TENNESSEE. Welch, Franklin Weldon. Florida State University, Tallahassee. University Microfilms, Order Number 68-7804, price MF $3.00, Xerography $10.35. Ph.D.Thesis. 226p. 1967.

The purpose of this study was to analyze the operation of Title I of the Higher Education Act of 1965 in Tennessee. Sources of data were: Title I files in the State Agency at the University of Tennessee, college catalogs, correspondence, printed materials, questionnaires completed by institutional directors of Title I, and interviews with state agency officials and Title I institutional directors. The research method employed was the case study. The program in Tennessee followed the stated philosophy and the "regulations." Problems restricting implementation of Title I were: the naming of the University of Tennessee as the state agency, the limited function of the advisory council system, state agency emphasis upon research, manpower shortages at institutions and the agency, problems in communication, and inexperience. Significant relationships were found between amount of funds received and planning with persons outside higher education, population density, and number of participants. Title I participants were community leaders and professionals living in urban communities. Thirty-two proposals were funded under the 1966-67 funding. Personnel used in Title I were from the field of higher education and held the doctorate or a high position in community leadership.

87. TITLE I OF THE HIGHER EDUCATION ACT OF 1965: EVALUATION OF THE PRESENT PROGRAM: RECOMMENDATIONS FOR THE FUTURE. Whipple, James B. This document will be available at a later date from EDRS in MF. Hardcopy will not be available due to the marginal legibility of the original document. 44p. [1970].

In this document, which points out weaknesses in evaluation procedures and offers a new approach to the subject, it is suggested that in the area of the United States studied, the Title I program is drifting without direction, leadership, or system. This makes evaluation impossible. Evaluation is sometimes a description of a program and often objectives are not stated in precise behavioral terms which would serve as a base for evaluation and which would dictate the program. The document recommends the creation of a viable system and the establishment of active leadership to direct the program. It presents four working papers which deal with the following aspects: an analysis of the situation as it exists, the proposal of a system for a state-wide Title I program, evaluation, and an explanation on why and how the writer views the system as realistic and possible.

88. TITLE I AND COMMUNITY DEVELOPMENT. White, Thurman J. In NUEA SPECTATOR; v34 n1 p10-13 October-November 1968. Paper delivered at a Community Development Division of the NUEA Annual Conference, July 1968.

Academic institutions can use Title I in conjunction with other programs to carry out such projects as innovative programs for local government, storefront extension centers, inner-city programs, and training for socially afflicted groups. The hallmark of these endeavors is the breaking down of walls between the university and its community; and the outcome will be greater acceptance and increased support by the public for such government funding.

89. PROGRESS AND EVALUATION REPORT; A SUMMARY OF ACTIVITIES IN WISCONSIN UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. AN HISTORICAL AND EVALUATIVE REPORT OF FISCAL YEAR 1966 AND FISCAL YEAR 1967 PROGRAMS, JULY 1, 1965 TO SEPTEMBER 1, 1967. Wisconsin University, Madison. University Extension. EDRS Order Number ED 017 864, price MF $0.50, HC $6.20. 122p. 15 October 1967.

Projects reviewed in this report of activities in Wisconsin under Title I represent a wide variety of community problems and approaches by institutions, and cover the period from July 1, 1966 to September 1, 1967. For each project, the problem is defined, and information provided on funding, program activities, status, and objectives, institutional evaluation, and State Agency recommendations. The 20 proposals funded for FY 1966 involved 10 institutions of higher education. The 14 proposals funded for FY 1967 involved nine. Eight of the FY 1967 proposals were continued from 1966. In FY 1968 efforts will focus on three broad areas--government, urban problems with emphasis on inner-city Milwaukee, and area planning and development. Program leaders have been appointed on a half-time basis to work with institutions in developing community service programs in each area. They will complement the Advisory Council, Technical Review Panel, and Liaison Representatives in administering the program. The document includes recommendations of the State Agency, financial reports for FY 1966 and FY 1967 projects, and indirect cost charts.

90. URBAN EXTENSION (PART II). A Report With Recommendations to the Executive Committee of the Ford Urban Project. Wisconsin University, Madison. 63p. 31 December 1960.

Part II of the detailed design of the Ford Urban Project covers extension operations under the Grant. The chapters are--the role of university extension, policies underlying project design, demonstration areas, and Madison. Appendices provide such supplementary tables as the sample personnel force of Fox Valley, and the sample budget detail in Milwaukee between 1960-63.

91. THE WOMEN'S TALENT CORPS, INC. AN INSTITUTE FOR TRAINING AND CAREER DEVELOPMENT IN COMMUNITY SERVICE FOR WOMEN OF LOW-INCOME RESIDENT IN NEW YORK CITY. A Community Action Program Financed under Title II-A of the Federal Economic Opportunity Act of 1964. Women's Talent Corps, New York. 4p.

The Women's Talent Corps is an institute to train women recruited from low-income neighborhoods in New York for job opportunities in community service fields. Its purpose is two-fold: (1) to prove that women with high motivation for employment but with limited skills and job opportunities can be trained for specialized assistant positions and (2) to open up new job opportunities for trained non-professional women in community service fields. Long-range objectives of Women's Talent Corps are to increase communication between professional community workers and those they serve, to establish new careers for low income women, and to develop model training curriculums. The training program consists of a six-week orientation (lectures, discussions, role playing) followed by four to eight months of work-training in the field. Coordinator-Trainers (professional women with working experience in community service fields) function as counselors to three or four trainees at a time and serve as liaison between trainees and cooperating agencies. The agencies help pay the training allowances of $2.00 per hour for trainees and $4.00 per hour for trainers. A certificate of accomplishment is awarded to those completing the training program.

92. THE URBAN AGENT PROGRAM OF THE URBAN STUDIES CENTER. Ziffern, Abbie. In ADULT LEADERSHIP; v18 n4 p107+ October 1969.

Rutgers University sponsors a program of Volunteer Urban Agents for persons who have initiated community projects. Volunteers participate in get-togethers with other agents in an Urban Issues Seminar. The program provides a link between the university and the urban community and helps broaden the understanding of concerned citizens.

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